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IDENTIFIERS	*Family Work Relationship

ABSTRACT

This curriculum guide was developed to help vocational teachers and family educators to design and deliver employer-sponsored seminars for employees as well as community-based adult education programs. The curriculum is intended to help working parents improve their ability to meet their personal wants and needs as well as the demands of their employers and their families. The curriculum consists of six units that cover the following topics: (1) introduction and teaching/marketing notes; (2) exploring work-family issues; (3) managing the work-family; (4) strengthening the individual and the family; (5) working and parenting; and (6) background material and professional reading (153 references). Units include handouts, articles, exercises, and questionnaires. The curriculum guide also includes a marketing notebook to assist vocational consumer and family education coordinators in marketing work and family seminars. The notebook addresses four topics: identifying clientele; tracking contacts; connecting, exploring, promoting, and enabling; and facilitating seminars. Six appendixes contain promotional communication samples, recordkeeping forms, transparency masters, program design aids, worksheets and promotional flyers, and an instructor guidebook and instructor agreements. (KC)

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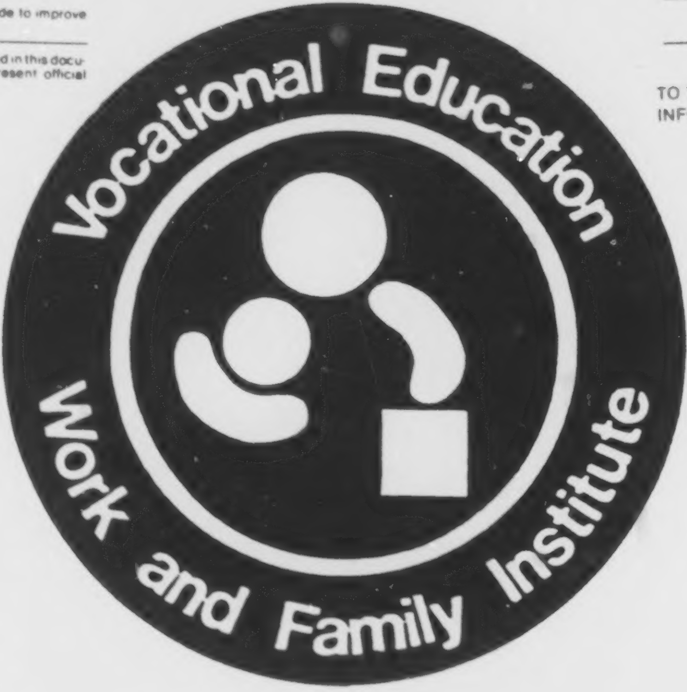

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...An Educational Resource for the Business Community

Wisconsin Technical Colleges
Employers and Families: A Partnership in Productivity
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Vocational Education Work and Family Institute

Minnesota Vocational Education Work & Family Institute

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May 23, 1986

Dear Colleague:

We are very happy to share this working curriculum on **Balancing Work and Family** with you. These materials are being used in Minnesota by the Vocational Education Work and Family Institute to design and deliver employer-sponsored seminars for their employees and community based programs through Adult Vocational Extension. In order for this project to flourish and continue to develop resources we need the support of our colleagues to respect our mission and consider cooperation rather than competition in serving working families. If you plan to use this curriculum for worksite training, please contact me for information about the program in your state so that we can facilitate a healthy cooperative effort to serve working families.

The Work and Family Institute is housed at the Minnesota Curriculum Services Center. The MCSC is responsible for printing and dissemination of our curriculum materials as well as coordination of inservice training for statewide and national dissemination. This project has been replicated by Vocational Education in Nebraska, Ohio, Oregon, Arizona, Alaska, Mississippi and Kansas. If we can be of service to you in utilizing these or other resource materials and sharing Minnesota's experience in developing this exciting project, please call upon us.

Sincerely,

Joan K. Comeau

Joan Comeau, PhD
Project Director
Vocational Education Work
and Family Institute

JC/bah

BALANCING WORK AND FAMILY

A Working Curriculum to Assist
Vocational Parent and Family Educators
in Designing and Delivering Employer-Sponsored
Work and Family Seminars

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In Cooperation With
916 Area Vocational Technical Institute
and St. Paul Vocational Technical Institute

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Vocational Education Work and Family Institute
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Greg Howard, creator of "Sally Forth" deserves a special thanks for allowing us to use Sally to illustrate many of the issues of balancing work and family.

Finally, we thank and acknowledge the State Department of Education, Vocational-Technical Division, Adult Vocational Extension for funding through Subpart 5, Section 150, Consumer and Homemaking Funds appropriated by the Vocational Education Ammendments of 1976.

Mary Bath, Project Director
Joan Comeau, Editor, 916 AVTI
Verne Melberg, Editor, St. Paul TVI

December, 1982

VOCATIONAL EDUCATION
WORK AND FAMILY INSTITUTE
MISSION STATEMENT

The mission of the Institute is to identify ways the statewide Adult Vocational Education system can provide educational services for business and industry. The focus of the project is to 1) encourage the business community to recognize and respond to the need for parent and family education programs and 2) to utilize the AVTI system as a resource for these adult educational services. The intent of such programs is to strengthen the family as well as the individual employee.

About Sally Forth . . .

Cartoonist Greg Howard is the creator of this nationally syndicated comic strip. Greg is a Minneapolis lawyer who gave up a partnership in a large law firm and spent three years preparing for his new career. During this period, he was home with his three children while his wife was at work.

Experiences working outside the home, and in the home, have provided him with insight into the problems and concerns of the people he portrays in Sally Forth.

Sally, her husband Ted and daughter Hillary are experiencing the challenges of balancing work and family in a dual-employed family lifestyle. There are many work-family situations different from this such as the single working parent (male or female), or even the traditional nuclear family where adjustments to father's work must be made. Selecting Sally Forth was in no way meant to imply that other work-family lifestyles aren't viable, that all working women are "career" oriented or that working fathers aren't struggling to balance work and family too.

Through Sally, millions of people are learning about work-family issues and working parents are finding out that others must be experiencing some of the same joys and frustrations - or at least Sally is!

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All Sally Forth cartoons are reprinted with permission from Greg Howard and the Field Newspaper Syndicate, Irvine, California.

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MINNESOTA VOCATIONAL EDUCATION

WORK & FAMILY INSTITUTE

BALANCING WORK & FAMILY

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Interpersonal Communication Programs
1925 Nicollet Avenue
Minneapolis, MN 55403

Monthly Labor Review
Bureau of Labor Statistics
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Ms. Magazine
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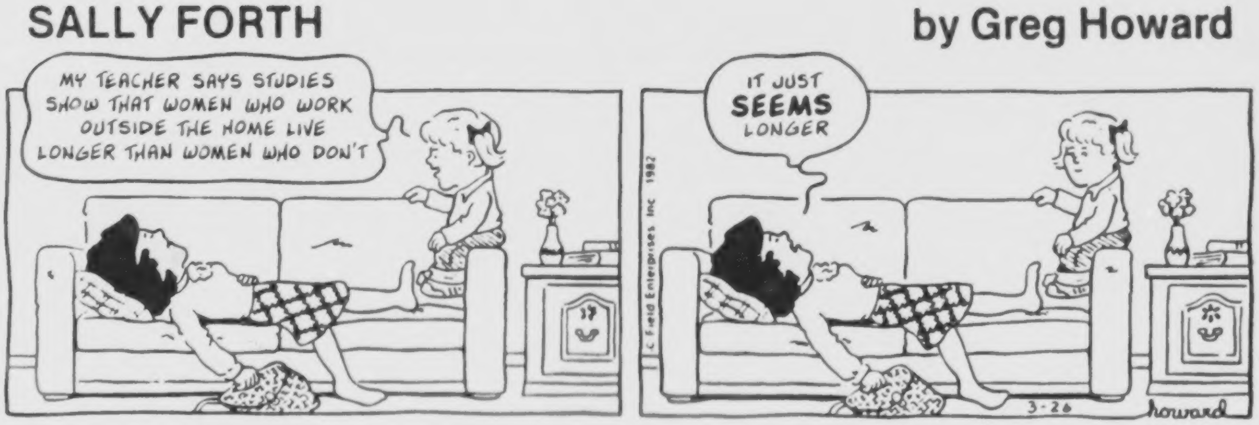
UNIT I

INTRODUCTION
TEACHING/MARKETING NOTES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UNIT I
INTRODUCTION

More mothers are now involved in the labor force and more fathers are now involved at home. Therefore attention is being paid to the concept of the "working parent," either male or female, who is active both at work and at home. Working parents have as their top priority meeting the demands of their employers and their families. Their own wants and needs often are not met, or even given much consideration, because of time constraints.

This curriculum presents a philosophy that views a positive, productive way of life as that in which everybody's wants and needs are considered and respected. The use of this curriculum will enhance the competency and sense of well-being of working parents, both at work and at home, by providing information and support to help them improve their ability to meet their personal wants and needs as well as the demands of their employers and their families.

CONTENT

Unit I Introduction and Teaching/Marketing Notes
Unit II Exploring Work-Family Issues
Unit III Managing the Work-Family Lifestyle
Unit IV Strengthening the Individual and the Family
Unit V Working and Parenting
Unit VI Background Material/Professional Reading

1. SUGGESTIONS FOR CONDUCTING WORK & FAMILY SEMINARS

1. The curriculum has been designed as a flexible resource. Instructors may be asked to teach one class or a series of classes on one topic, or a series on several topics. The number and length of sessions will vary greatly. Therefore, the curriculum has been written in an "encapsulated unit" form to provide for the wide and varied situations at the worksite. For instance the exercises and handouts may be used in several ways: use to present information, use as class time activity or distribute to group member to take home and read.

2. Building a syllabus that includes the select key topics will be the responsibility of the teacher, perhaps in coordination with the adult director, coordinator and/or employer, and considers:

   a. The needs and requests of the employer.
   b. The strengths of the teacher.
   c. Requests of the class members.
   d. The number and length of sessions to be held.

   Teachers are encouraged to build or tailor the course by selecting appropriate content and learning experiences within the units. There are many possibilities for a good course. Once the course is designed, you may want to develop a handout listing the dates and topics to be covered. Be sure that all handouts look professional!

3. Beginning Session I: It is important to establish group rapport. Learning is based in part on self-disclosure and providing support for each other within the group. There are many activities to use at the beginning of a class. Following is one suggestion:

   a. As participants arrive, they are requested to sit by someone they do not know and to make name tags listing: name, names and ages of children, department of business they work in. Be sure they name only area of business, not job title or position. Common denominator of the group is being an employed parent, and job status might interfere with group relationships (see number 7 for more discussion.)

   b. The instructor divides group into pairs who are not acquainted. Participants are instructed to introduce themselves (possibly sharing information about where they live, family size and goals for attending the class) and to discuss: "If you had a whole day to yourself, how would you choose to spend it?" Pairs introduce each other to the group using some of the information shared.

4. Introduction and welcome at Session I: The instructor:

   a. Introduces her/himself.
   b. Shares guidelines for group discussion.
   c. Asks for specific reactions to the syllabus (if one is used) and requests group input on topics to be included in the discussions.

5. Suggestions for Group Guidelines:

   a. The instructor will be the timekeeper with respect to changing topics according to the syllabus.
   b. Discussion will begin and end on time.
   c. Sharing in the discussion time has two components.
      - to share ideas and experiences as a working parent
      - to share the time so all group members can have the same opportunity to speak.
   d. The atmosphere is non-judgemental. Everybody has a right to their own thoughts and feelings.
   e. Coffee, etc. will be available.

6. Role of the Instructor:

   a. The function of the instructor is to facilitate discussion, NOT LECTURE. The instructor should encourage contributions from group members. When the instructor is presenting information, group members are involved in the process through their responses.

   b. The instructor is not trying to impose one particular method of coping with the role of working parent, since every parent has different life experiences, values, needs and goals for the family and job.

   c. The instructor has two important roles:
      - to equip participants with information and skills
      - to give support

      The instructor serves as a resource and a referral to other resources. The focus is on strengths and well-being rather than "therapy."

   d. Each session should include, or end with, some practical application of the session. Working parents are too busy to be given information without some way (techniques, skills or ideas) it can be used to help them cope.

   e. The instructor should be sure to model reflective listening and recognize feelings whether expressed verbally or nonverbally.

f. This curriculum can be team taught. Based on interest and experience, the two instructors can choose which parts of the curriculum to present as lead instructor. The support instructor becomes a "group member" and serves as a model for the group by participating in the discussion. It is especially helpful to have two instructors when the group is divided into small groups on the basis of family configuration, discussion issues, etc.

g. All instructors have their own teaching style. This curriculum is meant to serve as a guide.

7. Possible Group Characteristics:

a. All group members have in common that they are working parents. Their job description and job status may vary widely. This may or may not be an issue in the group. It is probably best not to emphasize such differences. Try to stress common denominators, but also recognize differencs that may affect individual participants' needs. Be open to feelings about being in a mixed status group.

b. Family composition may also vary widely. Possible sub-groups are:
1) Marital status
    - Single parents (both mothers and fathers)
    - Two-parent families
    - Step families
2) Age of children
    - Children birth to 5
    - School age
    - Teenage
    - Young adult
3) Role in family
    - Fathers
    - Mothers

It may be necessary at times to divide the group into sub-groups so they can share and discuss their special concerns.

8. It is a great help to group members to be provided with a folder in which to keep handouts used in the class. The company may have folders for you to use. If not, it is worth the investment to use part of the class fee to cover this cost.

9. A suggested evaluation sheet is included in this curriculum to be used at the end of the course.

10. Some recent statistics that set the stage for work/family discussions are included. (See "A Look at Who are Minnesota's Employed Parents')

MARKETING WORK & FAMILY SEMINARS

A Marketing notebook to Assist
Vocational Consumer and Family Education Coordinators
in Marketing Work and Family Seminars

Second Edition Developed by: Annette Dowdy, M.A., Consultant
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with: Joan Comeau, Ph.D., Director
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Family Institute

First Edition Developed by: Betty L Craig,
Extension Division Consultant,
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Employers and Families: A Partnership in Productivity

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ACKNOWLEDGEMENTS

Marketing has been a vital concern for the Work and Family Seminar project, since its beginning. The Minnesota Network sought to share ideas, methods and materials. The Notebook was designed to organize those aids for efficient use in effective marketing of Work and Family Seminars to Business, Industry and Organizations throughout the state and nation.

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You have been provided with the Balancing Work and Family Curriculum, and other Work and Family support materials. And, you will continue to receive other useful pieces as they are developed. This notebook was developed to assist you in the marketing, promotion, and facilitation of employer or agency sponsored Work and Family Seminars.

In-service training sessions are designed to supplement the materials organized in this notebook and contribute to their effective use. We hope that you will find the suggestions helpful in your promotional efforts.

Sample forms have been done in black and white so that they may be easily reproduced for your use. Sample correspondence is open to include your location names and addresses. Visual copy may be reproduced as Marketing Slicks and/or Transparencies. The Program Design section and Instructor Guide sections may be reproduced and used independently with instructors. independently.

The three ring notebook is intended to help keep your marketing materials organized. You may want to add materials as they become available.

This notebook was developed to be a working handbook with directions, suggestions, and examples for promoting your Work and Family Seminars. Keep this portfolio in a visible spot and use it often. Let it be a resource, a way to help organize your promotional efforts, and a basis on which to strengthen your seminars. It is now up to you to implement those forms of program promotion which are appropriate and necessary to the success of your Work and Family Seminars.

Annette Dowdy
Joan Comeau
January, 1988

2. THE ADULT LEARNER

Adults choosing to attend a class may be there for any or all of the following reasons; in addition to others:

1. They enjoy acquiring knowledge for its own sake.
2. They enjoy the social aspect of a class: being with a group of people, sharing experiences and giving and receiving support.
3. They use education to accomplish personal objectives and as a way to solve problems. They are mainly interested in the practical and immediate application of what they are learning.

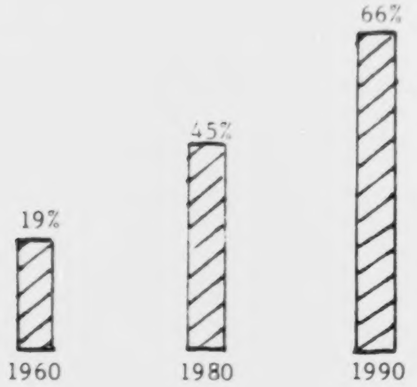
All three of these orientations will be present in a group, but it is important for the instructor to remember that working parents have a readinessfor the learning experience because they feel a need. They have a sense of responsibility for the learning experience because they want to make the most of their time in the class. And it is up to the instructor to make clear the relationships between learning experience and the practical application of that information.

The learning may be teacher directed, but is should be learner centered. The following guidelines may be helpful:

1. Provide a warm, non-threatening, comfortable environment.
2. Respond to the needs of the group.
3. Build upon the experiences of participants.
4. Have them actively involved.
5. Help build self-esteem and self-confidence.
6. Have empathy, know the participants and their backgrounds.
7. Communicate at the learner's level.
8. Encourage participants to try out new learnings, and allow time for feedback.

A LOOK AT WHO ARE MINNESOTA'S EMPLOYED PARENTS

Percentage of women in the workforce, husbands present with children under 6:



- * The "typical" Minnesota family with 2 children under 18, working father, stay-at-home mother represents 6% today.
- * Between 1970-1979 women as heads of households grew 80%.
- * Women will account for 2/3 growth in the labor force from 1980-1995.

REFLECTIONS OF THESE FIGURES

- * It is the norm rather than the exception for women with young children to be working today.
- * Working women are responsible for the economic survival of more and more families.
- * Continued employment of women is vital to the state's economy and family budgets.

* Drawn from: Vocational Education Work and Family Institute Publications.

UNIT I

WORK & FAMILY SEMINAR EVALUATION

Instructor____________________________Location____________________Date________________________________

CATEGORY	Rating 4-Excellent 3-Good 2-Fair 1-Poor	COMMENTS
1. Quality of Instruction		
2. Helpfulness of the Topics Covered		
3. Usefulness of Handouts and Exercises		
4. Group Participation Encouraged		
5. Number and Length of Sessions in Course		

6. What did you like the best about this course?

7. What would you change?

8. Please write additional comments or suggestions to improve this course.

UNIT II: EXPLORING WORK-FAMILY ISSUES

PART A: OVERVIEW OF THE WORK-FAMILY LIFESTYLE

Content

1. Overview of Work-Family Concerns, Choices and Lifestyle
2. Sources of Support in Managing the Work-Family Lifestyle.
3. Parenting: Time More Critical Than Timing
4. Reading Resources

Objectives

Participants will:

1. a. Recognize that working parents are still "full-time parents".

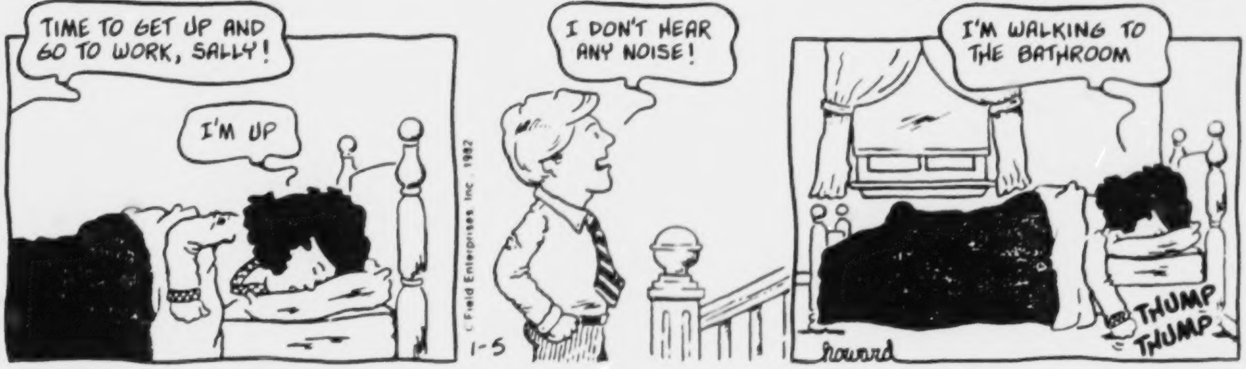
   b. Realize that all working parents share many concerns.

2. Consider the support available from employers, families and the community.

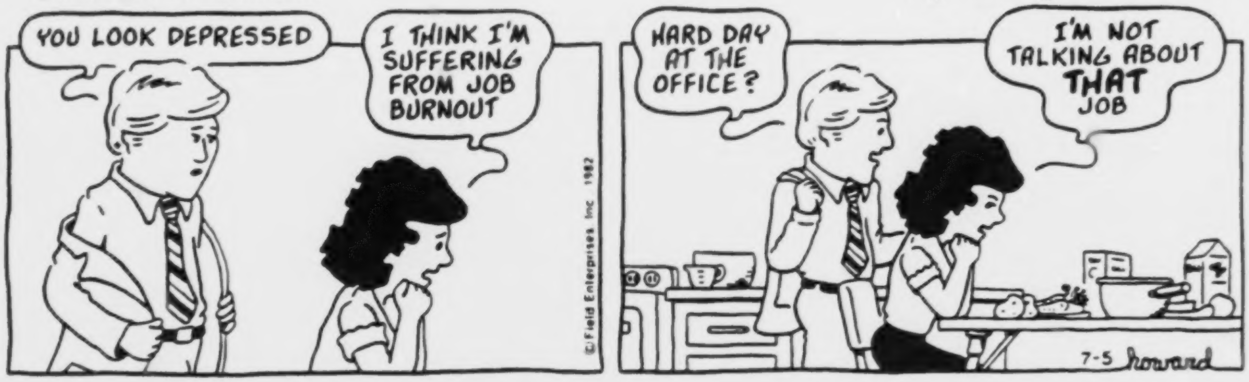
3. Compare advantages and disadvantages of early parenthood versus late parenthood.

SALLY FORTH
by Greg Howard
GET TO WORK, YOU TWO
DON'T CALL IT WORK. IT'S A PLEASURE JUST TO BE HERE.
I LOOK FORWARD TO MY JOB WITH EVERY OUNCE OF MY BEING, EVERY FIBER OF MY EXISTENCE! THIS ISN'T WORK, RALPH. THIS IS FUN!
OF COURSE, NOT AS FUN AS SARCASM
© Field Enterprises, Inc. 1982
6-8
howard

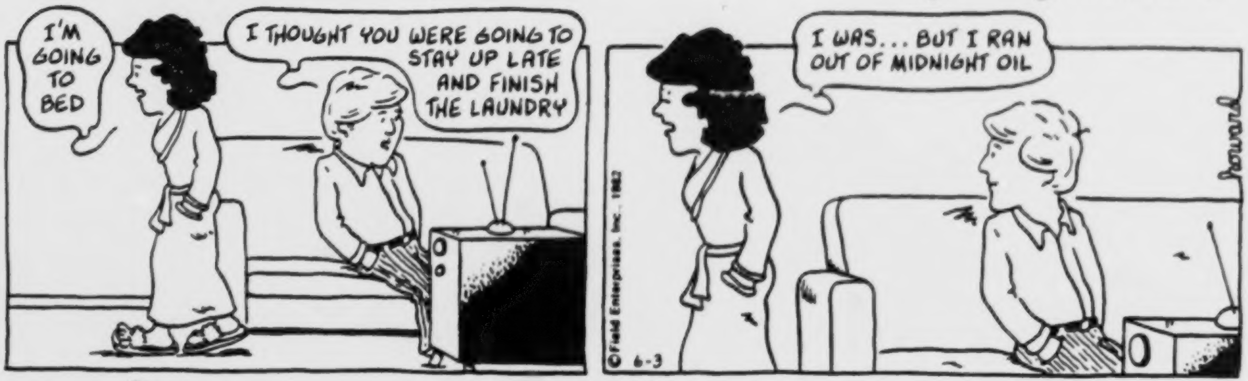
SALLY FORTH by Greg Howard


TIME TO GET UP AND GO TO WORK, SALLY!
I'M UP
© Field Enterprises, Inc. 1982
1-5
I DON'T HEAR ANY NOISE!
I'M WALKING TO THE BATHROOM
THUMP THUMP
howard

SALLY FORTH by Greg Howard


YOU LOOK DEPRESSED
I THINK I'M SUFFERING FROM JOB BURNOUT
© Field Enterprises, Inc. 1982
HARD DAY AT THE OFFICE?
I'M NOT TALKING ABOUT THAT JOB
7-5
howard

SALLY FORTH by Greg Howard


I'M GOING TO BED
I THOUGHT YOU WERE GOING TO STAY UP LATE AND FINISH THE LAUNDRY
© Field Enterprises, Inc. 1982
6-3
I WAS... BUT I RAN OUT OF MIDNIGHT OIL
howard

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CONTENT

1. Overview of work-family concerns, choices and lifestyle.

Even though people are away from the home because of work, they are still full-time parents. We often don't realize that we are fulfilling more than one role in life at the same time.

People who work away from home and are also parents carry a double load of responsibility and labor. This can lead to many conflicting values and emotions. Some job/family concerns shared by many working parents are:

1 Guilt and justifying role of parent working away from home
2. Cannot be flexible about completing tasks or being where you are needed most, either at work or at home
3. No time for yourself
4. Child care and sick children
5. Transitions between work and home
6. Time and energy needed to serve as teacher, nurturer and role model for children
7. Feelings of inadequacy to do everything
8. Behavior and development of children and how they are affected by parents working
9. School performance of children
10. Children will feel lonely and rejected

There are many reasons why people find work satisfying, either because it gives them pleasure or because it satisfies some basic need. Some of these reasons are: (See Handout)

A. Economic
B. Social
C. Personal

People's priorities, life-style choices and values may determine what will satisfy their needs. Salary and status do not necessarily determine satisfaction. A person with a high income may not feel a high level of satisfaction, e.g. a person whose job pays well but requires a great deal of travel may be dissatisfied with the small amount of time available for family and personal relationships. On the other hand, a person with a low income may be meeting her/his needs for personal satisfaction, e.g. a craftsperson may not have a high income, but may be leading the lifestyle s/he prefers.

Application

- A hypothetical situation is presented to the group: You are in a social situation and are asked, "What do you do?" Group members discuss their answers. Some answers may be job related e.g. "I am a secretary, or "I am a bank manager." Some answers may be family related, e.g. "I have a family." or "I'm a homemaker."

- The instructor asks the group to share their main concerns as parents who work outside the home. Responses are written on a blackboard and the instructor adds from the list in content. The group discusses them.

Resources

Application	Resources
● The instructor poses the question: "Why do people work?" Answers are written on a blackboard in three columns which are not labeled until after the lists are completed. The instructor then labels the lists as Economic, Social and Personal. Some reasons may fit in more than one column. The group shares their reactions to the lists and discusses how some of the items are operating in their own lives.	Handout A1: "Reasons Why People Work"
● The instructor hands out the article by Niki Scott which illustrates the points listed in Content. The article can be quickly read and discussed in class. Group members contribute their own experiences with changes in their lives.	Article A2: "Lovestruck Laborer Changes Habits," by Niki Scott, St. Paul Dispatch

2. Sources of Support in Managing the Work-Family Lifestyle

Working parents need help in managing the sometimes complex situations of balancing work and family. There are three groups of people who can give them help:

1. Employers
2. Family Members
3. People and Groups in the Community

Almost half of all mothers with pre-school children work. Child care is one of their greatest concerns. A survey of 329 firms showed that fewer than 1% of them give any form of child care assistance. There is presently some controversy about whether or not businesses should provide some form of child care assistance. One opinion is that it benefits not only the working parent but the employer as well.

A survey done by Parents in the Workplace, a non-profit organization based in St. Paul, shows that a variety of family benefits are offered by some Minnesota employers:

28% have two people sharing one job
54% have flexible scheduling of work hours*
81% have opportunity for part-time work
58% have leave to care for sick children
2% have child care center at worksite
3% provide a subsidy for parents for day care
71% have disability leave for new mothers
38% have child care leave for new parents
6% have worksite seminars to help parents learn to balance work and family responsibilities
16% have benefit package which allows employees to choose which benefits they want

* This statistic does not tell us if all employees have access to this option within the companies offering it, or if it is only available to some employees.

This course for working parents may be able to provide a service by inviting a representative from the company to lead a discussion with the group about the family benefits that are offered by the company. Many employees may already be aware of these options, but there may be some who would welcome the opportunity to review them and have a dialogue about them.

Content

Employers also have concerns about their employees who are working parents. Employers should be able to expect a standard of performance from employees whether they are also parents or not. Employers want an effective employee who will be on the job full time with their mind on the job.

A survey, Families At Work - Strengths and Strains, was done by Louis Harris and Associates for General Mills, in 1980. It is the fourth in a series of studies on the American Family. The survey was based on interviews with a national cross section of 1,503 adult family members, 235 teenagers, 104 human resource executives, 56 labor leaders, 49 family traditionalists (leaders in the "pro-family" movement) and 52 feminists (leaders in women's rights organizations).

A survey on the impact of work on family life was conducted by Better Homes and Gardens magazine in 1981. The questionaire was printed in the magazine. It was completed and returned by 32,500 people. Their responses were summarized in a later issue of the magazine.

Research has been done on conflicts between work and family life. The U.S. Department of Labor had a survey done which provides some data on the extent to which work interferes with family life. This report of the survey is divided into three parts.

1. Prevalence and types of interferences
2. Contributing job characteristics
3. Correlation with overall satisfaction

45

Application	Resources
● The instructor distributes the handout, The group: Discusses recommendations on the handout. Makes connections between the recommendations and the situations listed on the blackboard. Adds other recommendations. Discusses how they can put these recommendations to use and approaches they can use with their employer, family and community services to implement some of the recommendations.	Handout A3: What Sources of Support are Available
● The instructor puts the following statement on the board: Is it a responsibility of employers to give some form of child care assistance?	Article A4: "Corporations and Child Care," St. Paul Dispatch, March 25, 1982
The group is divided in half. One group prepares to defend the position that it is the responsibility of employers to provide some kind of child care assistance. The other group prepares to oppose the statement.	
The group reconvenes and presents their arguments. No consensus needs to be reached by the group.	
The article is handed out to be read at home.	
● The group reads through the statistics on the handout and discusses: -What benefits are offered by their employer -What benefits they would like their employer to offer.	Handout A5: Options For Employer Sponsored Child Care, Survey done by Parents in the Workplace, St. Paul, 1981, in The Business Survey, Vocational Education Work & Family Institute Report
NOTE: If a company representative is going to lead a discussion with the group, this should be decided when arrangements are made to present the seminar. The instructor and the company will have to decide how much time will be allowed and how it will best fit into other material being presented.	

NOTES:

Application	Resources
● The group reads the article and discusses whether or not these are legitimate expectations for employers to have. The group shares their experiences with the situations described.	Article A6: "Working Mothers' Attitudes Hard to Take," by Niki Scott, St. Paul Dispatch
● The instructor distributes the questionnaire and the group completes it. The group compares their responses. The instructor can share the survey results with the group. The group shares any personal experiences related to the questions.	Questionnaire A7: "Statements About Working Parents and Children," General MillsAmerican Family Report, Families At Work, Strengths and Strains, page 26 Exerpt from General Mills American Family Report
● The instructor distributes copies of the Better Homes and Gardens survey. Group members complete it. Responses are shared and compared with those in the report from the magazine.	Article A8: "How Is Work Affecting American Families?" Better Homes and Gardens, June 1981 Article A9: "How Is Work Affecting American Families A Report from 32,500 Readers," Better Homes and Gardens, February, 1982
● This article is intended for the use of the instructor to provide insight into the question of how much work interferes with family life. The instructor can choose to share some of the information with the group.	Article A10: "Conflicts Between Work and Family Life," by Joseph H. Pleck, Graham L. Staines and Linda Lang Monthly Labor Review, March 1980

3. Parenting: Time More Critical Than Timing

Many factors have combined to produce the increase of women in the workplace. The most compelling is, of course, the economic need. Another most important change is the availability and reliability of birth control and family planning information. This has given women control over when they become pregnant and how many children they have. Women can choose:

- To have their children first and then pursue a vocation.
- To pursue a vocation and then have their children.
- To have children and pursue a vocation at the same time.

No matter when a woman chooses to have her children, it is a major transition time in her life. It will probably have a greater and more lasting effect on her life than any other event.

Becoming a father is also a major transition time for a man, It creates changes in his life affecting his responsibilities, his values and his relationship with his wife. However he does not have to face the choice that many woman do of whether to be employed or to be a parent.

Application

Group members read the article.

Group members share their experiences relating to the timing of the birth of their children and compare advantages and disadvantages of early parenthood vs late parenthood.

This article concerns mothers, but the timing of the birth of children also affects fathers. Male participants should be encouraged to contribute the effects of timing on their life experiences.

The article concludes with the thought that for working parents, (both mothers and fathers) "time" still more critical than "timing." Group members share how their children have affected their schedules:

a. Ways children have expanded it
b. Ways children have complicated it
c. Ways children have enriched it

Time may not allow a full discussion of this last point. Discussing the "enriching" aspect of children provides a positive level on which to close this exercise.

Resources

Article A11: "Motherhood: Time More Critical than Timing," by Ellen Goodman, St. Paul Dispatch, May 4, 1982

Exercise A12: Parenthood: Time More Critical Than Timing, is (adapted from article above) by Maya Hansen Jones

4. READING RESOURCES

* Better Homes and Gardens, How Is Work Affecting American Familes? Meredith Corporation, 1981

Attitudes and opinions of 32,588 respondents to an American Family Questionnaire appearing in the June 1981 issue of Better Homes and Gardens Magazine.

** General Mills, Families at Work, Strengths and Strains, General Mill, 1981

Results of a study done by Louis Harris and Associates. The survey is based on interviews with six different groups: a national cross section of 1,503 adults, 235 teenagers, 104 human resource executives, 56 labor leaders, 49 family traditionalists, 52 leaders in women's rights organizations.

*** Portner, Joyce, Impacts of Work on the Family, The Minnesota Council on Family Relations, 1978.

A literature search and review on the topic.

*** Portner, Joyce, assisted by Larry A. Etkin, Work and Family, Friends or Foes, Minnesota Council on Family Relations, 1978.

A manual designed to be used with discussion groups.

* Available from: Better Homes and Gardens
1716 Locust Street
Des Moines, Iowa 50336

Ask for the Families/Work Survey Report

** Available from: General Mills, Inc.
9200 Wayzata Boulevard
Minneapolis, Minnesota 55440

*** Available from: Minnesota Council on Family Relations
1219 University Ave. S.E.
Minneapolis, Minnesota 55414

Cost per copy is $5.75

HANDOUT A1

REASONS WHY PEOPLE WORK

1. Economic:
    a. Survival needs/short term goals (food, clothing, housing, entertainment)
    b. Long term goals (home, car, trips, college/education)
    c. To keep a family together during a crisis, e.g. illness, divorce, unemployment)
    d. Accumulate money (investments, savings, retirement)
    e. Fringe benefits (health care, life insurance)

2. Social:
    a. Meet people, make friends, adult relationships
    b. Stimulation children can get in day-care, develop independence in children
    c. Family social status: your job determines who you meet at work and home, where you live and where your children go to school. Your job determines the life-style and life chances of all the family members.

3. Personal:
    a. Self-esteem: from sense of achievement because you provide a service or a product and from recognition for your work
    b. Personal worth: you can grow with degree of job success and are not as dependent on one role in life
    c. Self-confidence
    d. Feelings of security
    e. Personal and family identity, a sense of belonging: "I work for...., My spouse works at...., My mother/father is a...."
    f. Something to do with your time, provide variety in your life
    g. Use skills, knowledge, education
    h. Earning your own income gives sense of personal power and independence
    i. Work can be therapy, for physical and psychological reasons, "It's cheaper than going to a psychiatrist"
    j. Power: you can direct others, influence others
    k. Meet new challenges and be creative and provide for personal growth

Love-struck laborer changes habits

Working woman

By Niki Scott

She came early and left late, never complained or kept track of the time. No one knew much about her personal life; she didn't seem to have one. And no one cared; she was just . . . reliable.

But Emily fell in love six months ago. She isn't living for her job, although she still cares about it. It is a part of her life now, not all of it.

Her boss doesn't understand; her co-workers are resentful. She is torn between feeling guilty, being furious and not caring one way or the other.

"My job is important to me; it always will be. But it's not my whole life now! I'm not going to work late every night while everyone else goes home. I used to. Good old Emily would always stay while everyone else split," she said bitterly.

"Well, now I want to split too. I'm not doing twice as much work as anyone else just because I have nothing better to do," she added.

She has declined to work late, and has let people at her office know she is annoyed. They have ignored her "moodiness." They have shrugged and assumed she would get over it. She is job hunting.

"I can't tell them I have a lover and want less work to do. I can't expose my personal life to those in the office. I may have to find a new job to get sane working hours again," she said.

Eve Perring set a precedent, too.

"When I divorced, I threw myself into my work. I was happy to work on Saturday mornings and Christmas Eve and New Year's Eve because that way I was less lonely," she said in Albany, N.Y.

"Three years later, I fell in love with a man who had custody of his three children. I suddenly realized that my job occupied most of my waking moments. That was fine when nothing else did, but it was not fine at all after my personal life changed.

"By that time, my boss had come to expect a certain level of dedication from me, and I was no longer willing to give it," she said.

"We had a rough time for a while. He would ask, and I would say no; he would insist, and I'd give in resentfully. But I finally talked to him — and leveled.

"I said my work load had increased dramatically during the past several years and that I had been able to handle it, but that I could no longer do so because there were added responsibilities in my life.

"I was afraid he would fire me on the spot or resent me and make my life miserable. Neither happened.

"He said very little, but three days later announced he had hired an assistant for me — something he'd been planning to do for a year," she said.

It's hard to know when to "level" and when not to. It is also hard to change the rules at home or at work without some resentment from those who are affected by the change.

This is, at least, not a female problem; it is a human one. And men who now want more time with their wives and children are facing it as well. That's hard. It's also a most encouraging sign. The day may actually come when no one is expected to sacrifice a personal life for a professional one. Let's hope it comes soon.

Scott is author of two books about working women — "The Balancing Act" and "The Working Women." ☐

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HANDOUT A3

WHAT SOURCES OF SUPPORT ARE AVAILABLE?

FROM OUR EMPLOYERS

1. Flexible working hours: leads to greater productivity because of less absenteeism and tardiness; allows employees/parents to be where they are needed most.

2. Part-time work or job-sharing that is decently paid and respected for both mothers and fathers: companies can retain valuable employees; employers benefit by having workers who are more eager and alert; removes the pressures between career and child-care needs for parents; allows more jobs in times of high unemployment.

3. Recognition of the conflicting demands made on working parents.

4. Cafeteria style program of fringe benefits to include on-the-job child-care or child-care subsidy and both maternity and paternity leave.

5. Allowing sick leave to apply to both parents and children.

6. That it's OK for kids to make limited and planned phone calls to parents at work.

FROM OUR FAMILIES

1. All family members need to recognize that adults have needs and work demands.

2. A change in family members' expectations that all their needs will be met immediately.

3. Cooperation and participation of all family members in household management.

4. A commitment from all family members to spend some time together.

FROM OUR COMMUNITIES

1. Development of various child-care options: latch-key, day-care, night-care, sick children, infant/toddler care, combining with senior citizen programs, summer day-care, park and recreation programs, YMCA/YWCA programs.

2. Positive attitudes toward families with working parents encouraged within the community.

3. Connection with other single adults.

4. Teachers encourage an awareness in their students of the large numbers of working parents and variety of family/job combinations represented in their peer group.

5. Recognition by school personnel that there may not be an available parent at home to provide support in case of illness, accidents and other problems.

Developed by Corinne R. Nirenstein and Maya Hansen Jones

Corporations and child care

Judy Mann

Judy Mann is a local columnist for The Washington Post.

Washington

Fewer than 1 percent of 329 firms surveyed by the Administrative Management Society support any kind of child-care assistance for their employees. At the same time, nearly half of all mothers with preschool children are working, and survey after survey shows that child care continues to be one of working mothers' greatest concerns. It is a concern that is only going to get worse as federal dollars for child care diminish, unless the private sector starts getting involved.

Until now, advocates of industry-assisted child care have had limited ammunition in the struggle to get employers to recognize the importance of the service. The arguments have had little effect on corporations run by older men whose wives did not work or who harbor the notion that mothers should not work. The number of working mothers has increased tenfold since before World War II. Yet despite lip service about the importance of the American family, both the private sector and the public sector have failed it on child care.

Child care is the responsibility of individual employees not the employers, goes an argument advanced against corporate involvement. It is an argument of convenience, not of merit. Those same corporations that are doing virtually nothing to help their employees manage child care are only too happy to provide assistance in other areas. The same AMS survey found that 48 percent of the firms support alcohol-abuse counseling services, 52.6 percent support company athletic teams. Some 42 percent said they offer some form of emotional counseling. More than 17 percent said they sponsor some kind of physical fitness programs and 17 percent say they pay for employees' memberships in recreational clubs. Are country club memberships more important than child care? Or are they simply more relevant to people making decisions about corporate priorities?

"Day care is clearly a social service," says Faye E Coleman, senior manager at Creative Associates, Inc., a Washington consulting firm that is trying to help corporations figure out different ways to assist employees with child care. "It's labor-intensive, it's extremely expensive, it's antithetical to what corporations are all about. You've got to answer the question, 'What's in it for us?' The standard answer is you can increase productivity, you can lower the absentee rate, you can reduce the impact of the 3 o'clock syndrome, particularly in assembly-line plants, where women start worrying about the kids coming home from school and start running to the phone. Productivity takes a dive."

Dana Friedman, a consultant to the Carnegie Corp of New York, found in a recent survey that the recession has forced a number of companies to shelve on-site center plans. "The companies that are leaders in their community — General Mills, Levi-Strauss, Proctor & Gamble — are trying to do it," she says. So are banks and hospitals, which are running into shortages of secretaries and nurses, and data processing and semiconductor firms.

"They have young managers who invariably have spouses in the work force and probably preschoolers, so the issue touches them personally. The younger managers are products of the '60s and they have a much more humanitarian approach to management. They've already adopted the Japanese people-oriented management style."

On-site day-care centers are tax-deductible expenses for corporations. The Economic Recovery Act of last summer included another method for corporations to assist their employees in financing day care. As of Jan. 1, employers may pay employees' child-care expenses and that will not be counted as part of the employees' taxable income.

— *The Washington Post*

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HANDOUT A5

OPTIONS FOR EMPLOYER SPONSORED CHILD CARE

The following statistics are taken from a survey done by Parents in the Workplace, a non-profit organization based in St. Paul. It is based on 473 responses to the survey done in 1981. The majority of the respondents are in the Twin Cities area.

Which best describes what your company is doing concerning the following?

		Currently Have This	Are Considering/ Could Consider	Wouldn't Do This
1.	Two people sharing one job?	28%	49%	23%
2.	Flexible scheduling of employee's work hours?	54%	30%	16%
3.	Opportunity for part-time work?	81%	14%	5%
4.	Leave to care for sick children?	58%	26%	16%
5.	Child care center at worksite?	2%	35%	63%
6.	Corporate charitable contributions to child care programs?	15%	39%	46%
7.	Subsidy for parents who choose their own day care program?	3%	28%	69%
8.	Cooperate jointly with other businesses in providing child care benefits?	7%	56%	37%
9.	Disability leave for sick mothers?	71%	17%	12%
10.	Child care leave for new parents?	38%	38%	24%
11.	Worksite seminars to help parents learn to balance work and family responsibilities?	6%	64%	30%
12.	Child care information/referral service	14%	64%	22%

		Currently Have This	Are Considering/ Could Consider	Wouldn't Do This
13.	Benefit package which allows employees to choose which benefits they want?	16%	52%	32%
14.	Subscribe to outside agency to provide family related services to employees?	19%	48%	33%

From The Business Survey, Vocational Education Work & Family Institute Report; Survey done by Parents in the Workplace, St. Paul, 1981.

WORKING MOTHERS' ATTITUDES HARD FOR EMPLOYER TO TAKE

By Niki Scott

A working woman and an employer, wrote some time ago. Mrs. Frances Koehler, Fremont, Neb., presented another side to the problems working mothers face - the boss's point of view.

"In the past three years we have had three young mothers in our office. Tell me, do we, as employers, have the right:

* To deny the endless phone calls to and from her children after school and before 5 p.m.?

* To suggest that checking a sick child at home every hour tends to distract from her concentration on the job?

* To say no to taking half a day off for a kindergarten program?

* To refuse to allow her to take one of the children to the allergist Friday at 3 p.m.

* To insist she find someone else to run the multitude of dental, orthodontic and medical appointments inherent in raising a family?

* To refuse time off for countless errands that need to be done between 8:30 a.m. and 5 p.m., which just happen to be our business hours, too?

* To be annoyed when lunch hours are used for errands or shopping, then lunch is eaten at her desk on our time?

* To refuse the two hours necessary for renewing her driver's license, because her Saturday mornings are 'full'"?

These are difficult questions, but they're asked by many male and female employers. And it's clear Mrs. Koehler has run into that exception to the rule - the working mother who hasn't covered the bases. Her letter continues: "We (as co-owner of a small business) are not concerned with docking her pay for hours not worked. We want an effective employee who will be here full time, with her mind on the job.

"I suggest that if there are maternal responsibilities - and I'm not implying that only she is responsible for her children - she should solve those problems before she presents herself to us as an applicant."

And, her letter ends: "We would like to be assured she has done just that."

Any mother who works full time will be guilty of at least one of the mistakes mentioned by Mrs. Koehler, at least once a year. I have been, and I bet you have too. That doesn't mean we're incompetent, just that we're human.

But some mothers entering the job market haven't spend enough time on preparation before applying for a full-time job.

In skipping the preparation, they leave themselves open to the sort of criticism Mrs. Koehler and many employers voice.

While, ideally, both mother and father should take parental responsibilities, too often a working mother is the one to jeopardize her job and reputation for the sake of the children.

So what do you do to avoid giving yourself (and working mothers in general) a rotten reputation?

First, read this employer's questions again. If you've been guilty of more than two - vow never to be again.

Then find other ways to handle those situations, and be willing to pay for them, if necessary. Your job future might rest on it.

If you have questions or subjects relating to working women that you want to share, please write Niki Scott in care of the Dispatch. If you want a personal reply please enclose a self-addressed, stamped envelope.

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QUESTIONNAIRE A7

STATEMENTS ABOUT WORKING PARENTS AND CHILDREN

These statements are taken from the General Mills American Family Report, Families At Work, Strengths and Strains. Read each statement and circle your response.

1. When both parents work, children have to become more self-reliant and independent.

   Agree Disagree Not Sure

2. It's not the amount of time you spend with your children that's important, but what you do when you do spend time with them.

   Agree Disagree Not Sure

3. Mothers and fathers should pay an equal role in caring for children, even if it means taking some time away from their jobs.

   Agree Disagree Not Sure

4. When both parents work, children are more likely to get into trouble.

   Agree Disagree Not Sure

5. Even when they don't work, parents today don't give their children the time and attention they need.

   Agree Disagree Not Sure

6. Parents today don't seem as willing to sacrifice for their children as parents did in the past.

   Agree Disagree Not Sure

7. Parents who work spoil their children to make up for not spending time with them.

   Agree Disagree Not Sure

Based on General Mills American Family Report, Families at Work, Strengths and Strains. © 1981 General Mills, Inc.

Introduction

This survey is the fourth in a series of studies on the American family conducted for General Mills as part of that corporation's long-standing commitment to the family. The first report, *The General Mills American Family Report 1974-75: The American Family and Money*, dealt with the economic and financial problems faced by the family in a period of inflation and recession. The second report, *Raising Children in a Changing Society (1976-77)*, centered on the status of the family, and American attitudes and practices toward young children. The third report, *Family Health in an Era of Stress (1978-79)*, covered the subject of family health — physical and psychological — and the values that create barriers to improving it.

This study, *Families At Work: Strengths and Strains*, is the most timely project to date, since it comes during a period of continuing influence of major socioeconomic changes on the fabric of American family life. In the past decade alone, two significant changes have occurred:

- The proportion of women in the work force, particularly wives and mothers, has increased dramatically. Now, nearly one-half of all married women work outside the home; and
- The number of one-parent families, almost invariably headed by women, has risen sharply. Families headed by women now account for 8.5 million, or about 15% of the families in this country.

In addition, some profound changes in lifestyles have continued throughout the seventies:

- The number of married couples who decide to have children has declined; the number of two-income career marriages has increased;
- The number of married couples who postpone having children to extend their careers has risen;
- Greater numbers of unmarried couples are living together, although they represent only a fraction (less than 3%) of all couples living together; and
- Nearly four in ten marriages end in divorce.

These changes are occurring at a time of continuing inflation, when two paychecks have become a necessity for millions of Americans.

STUDY DESIGN

This survey is based on interviews with six different groups:

- A national cross section consisting of 1,503 adult family members (aged 18 years and over);
- 235 teenagers (aged 13-18);
- 104 human resource executives from the Fortune 1300 companies;
- 56 labor leaders;
- 49 family traditionalists, leaders in the "pro-family" movement; and
- 52 feminists, leaders active in key women's rights organizations.

All the interviews for the study were conducted by telephone in November and December, 1980, and averaged 15 to 30 minutes in length. A detailed description of the research methodology may be found in Appendix B.

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CONTENT OF THE STUDY

This survey explores the relationships between work and family in contemporary society. It explores how changes in the work force — especially the increase in the numbers of working wives and mothers — influence the outlook and activities of families. Conversely, it looks at how changing family situations shape the needs and expectations of today's workers. The attitudes and opinions of adult and teenage members of families are assessed, as well as those of business and labor leaders. In addition, the voices of both family traditionalists and feminist leaders provide a look at the more widely publicized sides of the issues.

The major topics covered in this report include:

- The benefits and strains of work on family life;
- The effects of working on child care;
- Setting priorities about family and careers;
- Balancing the demands of work and family;
- The job of homemaking, and how it compares with other work;
- Benefits and work policies perceived to be helpful to families; and
- The attitudes of teenagers toward work and family.

A NOTE ON DEFINITIONS

This study used the U.S. Census Bureau definition of the family as "two or more persons living together and related by blood, marriage, or adoption." According to 1980 census figures, there are approximately fifty-eight million families in this country.

A variety of tasks, undertakings, and situations are typically considered as work. Accordingly, this study uses the term in its broadest sense to refer to what a person considers his or her primary job — whether it be at school, in the home, at the office, on the line, behind a counter, or on the farm.

A NOTE ON TABLES

Percentages in the tables may not always add to 100% because of rounding or the acceptance of multiple responses.

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Summary & Overview

The past ten years have already established a pattern for the future of families at work. More than five out of ten women living in families are now employed outside the home, while three out of ten are full-time homemakers. Most of these women working outside the home are married, and most have children under the age of eighteen at home. Looking at this dramatic picture another way, the U.S. Department of Labor reports that by 1978 the proportion of children under the age of eighteen with two working parents had risen to 50%, and that one working woman out of nine was the sole support of her family. The changes of the last ten years were startling and not fully anticipated.

This survey points with assurance to one indisputable fact: A majority of women will continue to work outside the home, marriage and child rearing responsibilities notwithstanding. They will work not only to help support their families, but also for personal challenge and satisfaction. Their employers, their spouses, their children, and indeed, the public in general support their right to do so. Men with working wives, in particular, sympathize with the needs and aspirations of working women. Attitudes about women working — and about the job of homemaking — have undergone profound changes.

On the other hand, the survey also reveals that working mothers bear particular burdens and pressures, and that most Americans recognize that these have an impact on both the ability of women to build and sustain careers and to discharge their parental responsibilities to their satisfaction.

Findings throughout this study delineate the conflicts facing women as wives, mothers, and wage earners. While two in three family members say they *do* have enough time for themselves, and one in two working women agrees, it is working mothers who say they do *not* — by 63% to 36%. Meeting the demands of job, home, and family is leaving little personal time for these women, and they reflect this concern in many of their answers.

1. According to most family members, and to human resource executives, union leaders, and family traditionalists, the trend toward both parents working outside the home has had negative effects on families. Feminists disagree. The central issue is whether or not homes where both parents work are less able to provide children with proper supervision than are those where at least one parent is engaged in full-time child care. It is clear, however, that perceived changes in the quality of parenting are a greater source of worry than the issue of working parents alone.

Almost twice as many family members feel that the effect of both parents working outside the home has been negative (52%) as feel it has been positive (28%) for families. Working women, by a much smaller plurality (44%), feel that the effect has been negative; 37% see a positive effect and 14% say that there has been no significant effect at all. Family traditionalists feel unanimously that the family has suffered; two-thirds of feminists, on the other hand, see benefits to the family.

The reason most often cited for feeling that there has been a negative effect on families is that "children need stronger parental guidance, supervision, and discipline" than can be given when both parents work. However, most feminists and many working women, looking at the positive effects, feel that the fulfillment for women working outside the home, the added financial security, improved family communications, and independence for children outweigh negative effects on the family.

Family members and leaders also see some benefits to children when both parents work — specifically, that "when both parents work, children have to become more self-reliant and independent." Moreover, most adults agree that "mothers and fathers should play an equal role in caring for children even if it means taking some time away from their jobs." In the final analysis, there is also widespread agreement that "it's not the amount of time you spend with your children that's important, but what you do when you spend time with them," agreed to by 86% of family members, 92% of the feminists, and 54% of family traditionalists.

Despite the fact that large majorities — exclusive of the feminists — agree that "when both parents work, children are more likely to get into trouble," the working status of parents is not perceived to be the only source of trouble in child rearing today. Many (over seven in ten family members) believe that "even when they don't work, parents today don't give their children the time and attention they need." Family traditionalists agree with this assessment; feminists disagree.

2. Teenagers, 13 to 18 years, are in many ways very traditional in their views of the roles mothers and fathers should play, but teenage girls, especially, plan to continue the trend toward combining work and family. Teenagers with working parents differ very little in their views from teenagers with one parent at home.

While teenagers see equal pressures on boys and girls their age to get a good education, 77% feel that boys are under more pressure than girls to get a good job after graduating. Yet, 70% feel that men and women should assume equal responsibilities to work and earn money for the family.

When teenagers were questioned about work preferences, 70% of boys and 58% of girls said they plan to work full or part time. This percentage of girls is 9% higher than the proportion of women aged 18 to 39 who would choose to work full or part time in the absence of economic necessity, and 19% higher than among women aged 40 and over.

On the other hand, teenagers are remarkably more positive than adults 18 and over about the advantages of homemaking as a job; 59% and 65% of boys and girls, respectively, feel that homemaking has more advantages than disadvantages.

More than nine in ten boys and girls agree that both parents should take an equal role in child care. Moreover, 70% of boys and 82% of girls believe that "it's not the amount of time you spend with your children that's important, but what you do when you do spend time with them." However, they also believe that children of working parents are more likely to get into trouble than those with one parent at home — 65% of boys, and 58% of girls. Children of working parents agree by a lesser 51%.

Overall, a majority of teenagers feel that when both parents work, children under twelve, and especially preschool children, suffer. However, seven in ten feel that parents working during their children's teen years has positive or no effects on teenagers. Teenagers of both sexes feel that mothers should be at home with young children, but feel little need for increased parental time themselves. And teens with working parents see positive benefits from having both mother and father employed outside the home.

If they were to spend more time with their parents (and more would like additional time with their fathers than with their mothers), most teenagers single out going on vacations, talking, and going to the movies as activities they would like to share with them more frequently. Teenagers with both parents working differ little from others in this respect.

Finally, teenagers, like their parents, believe children of working parents have to become more self-reliant and independent, and that's probably a good thing.

3. The interrelationship between child rearing and work or careers is a strong one — 50% of parents say that their work has had an effect on their decisions about how to rear a child, 21% on when to have a child, and 7% on whether or not to have a child.

In 35% of American households where there are children at home, parents now supplement their own care with other child-care arrangements. Nearly half of these households have other family members help in caring for their children, and 23% use paid help in the home. Less than one in five uses a day care center.

A one-solution blueprint for the care of children of working parents does not emerge from the survey, nor is it likely to appear. The needs of children vary with age, and parents find themselves in a variety of work, family, and financial circumstances. Asked about a range of child-care trends, American family members support all improvements which help working parents, but are most clearly in favor of flexibility on the part of the employer and of increasing the responsibility of the children themselves.

Eighty-five percent of family members feel it would be a good thing for families if "employers made it easier for working parents to arrange their jobs and careers around their children." A similarly high 81% feel it would be a good thing if "children were expected to take on more responsibility for themselves"; majorities of all four leadership groups agree with both statements.

Another popular support for working parents is a tax deduction for paid neighborhood or in-home child care, supported by 65% of family members and by majorities of all leadership groups. Day care centers and other child-care services outside the home are supported by similar majorities. Grandparents and other family members taking over child care, and schools providing more care outside of school hours, two other alternatives, are supported by more than six in ten family members, and by most opinion leaders.

Family traditionalists disagree with other leaders on two of these possibilities, feeling that more day care centers and more after-hours care by the schools would be a bad thing for families.

4. The post-war growth in numbers of working wives and mothers in the United States has its roots in economic necessity and the desire to achieve a sense of personal satisfaction. This change has profoundly influenced the outlook of America's families toward traditional roles in the home and toward the propriety of women taking on jobs other than homemaking. On the other hand, time constraints for working women with family responsibilities may lead them to look to part-time employment in the absence of financial need.

Asked what reasons are important to their working, 90% of men and 87% of women say that a "personal sense of accomplishment" is important. The reason next most likely to be cited by both men and women is "helping to make ends meet," followed by "improving the family's standard of living."

When asked "if you had enough money to live as comfortably as you'd like, would you prefer to work full time, work part time, do volunteer work, or work at home caring for the family?," women choose full- or part-time work by 44% to 39% over homemaking. Women who now work feel even more strongly: In the absence of economic necessity, they would choose work outside the home by 58% to 28%.

A somewhat more surprising finding, however, is that most women would opt for part-time employment if they had enough money to live as comfortably as they and their families would like. Working men prefer full-time employment (50%) to part-time (28%), but women now working, in absence of necessity, would prefer part-time (41%) over full-time (17%) employment. Women who currently hold executive/managerial/professional jobs feel that way in even greater numbers, opting for part-time work (51%) over full-time (19%), a finding which may well reflect their current time constraints. Apparently, women believe that the demands and obligations they feel toward job, home, and children would be better balanced by spending fewer hours at work.

Interesting part-time work opportunities might relieve the tension between work and family responsibilities that many working women are clearly experiencing. Recognition of a trade-off between career and family time, however, is shown by the 64% of family members and 72% of working mothers who agreed with the statement, "People who expect to get ahead in their careers or jobs have to expect to spend less time with their families."

On the other hand, 85% of family members support the view that "even if they do have families, women should be given opportunities equal to men to work and have careers outside the home." All opinion leaders interviewed — human resource officers from major corporations, labor union leaders, feminists, and family traditionalists — agree with this statement by strong majorities.

If women continue to choose alternative work options — such as part-time work and personal leave for family responsibilities — in greater numbers than men, however, the effect on their earning potential and their ability to build equal careers could be profound. Employers offering these options and employees asking for them will have to consider carefully the longer term implications for employee productivity, career and employment patterns, and equal opportunity, as well as for society and families.

5. By and large, the public views the job of homemaker as having more disadvantages than advantages when compared with other jobs. Homemakers disagree.

Attitudes toward homemaking as a job play a significant role in differences of opinion between working women and homemakers on the value of work outside the home. Sixty-one percent of homemakers view their jobs as having more advantages than disadvantages, 29% more disadvantages. Working women take the opposite view; 52% see more disadvantages, 36% more advantages. Forty-nine percent of men also see more disadvantages in this job. Men with working wives agree, by an even clearer margin, that homemaking has more disadvantages than advantages.

The disadvantages perceived in homemaking as a job are a lack of exposure to other people, the absence of clear financial rewards, the routine nature of the work, the magnitude of the job for one person, and the tendency to feel tied down and trapped. On the other hand, the advantages cited by homemakers are strong ones: more time with the family, particularly for building a relationship with the children, and the freedom to set and work one's own schedule.

Both feminist leaders and family traditionalists place a higher dollar value on the homemaker's job than do family members in general, and women place a higher dollar value on the job than do men. The annual wage equivalent volunteered by most men is $12,700; by women, $13,800; by family traditionalists, $19,600; and by feminists, $21,500.

Perceptions of traditional divisions of family responsibilities have altered substantially with women's entry into the work force. Family members and opinion leaders (including family traditionalists) all reject the notions that "raising children should be the responsibility of the mother, not the father, whether or not she works"; the "person whose salary or wages are most important to the family should make most of the big financial decisions"; and "the person whose salary or wages are least important to the family should make most of the decisions about housework and family activities."

These changes in attitude can be seen as diminishing the traditional status and responsibility of homemakers, and, in fact, nonworking women are more likely than working women to approve of traditional divisions of responsibility in the family.

6. Family members do not single out any one solution to the conflicting demands of work and family responsibilities. There is a desire for recognition of their needs and concerns by employers and understanding in working out approaches to meet them.

When questioned about possible policies and benefits that would help balance family and work responsibilities, the tension between the demands of full-time work and uninterrupted careers on the one hand and family responsibilities on the other was again evident.

Consistent with this theme of conflicting demands was the desire for part-time work with full benefits. Forty-two percent of family members, 49% of working women, and 66% of women planning to work felt that it would help them a great deal.

Similar evidence of the conflict can be found in the fact that 42% of famiy members and 53% of working mothers wanted to be able to resume work at the same pay and seniority after a personal leave of absence.

The same theme is picked up again in the responses to the question of whether or not paid time off specifically for children and family responsibilities would be of great help. Twenty-five percent of adult family members and 37% of working mothers said that it would.

A number of other possible benefits and policies less directly related to this theme were also explored. Taken together, they all underscore the desire of employees for greater flexibility in meeting their personal needs.

The one option of no help to most families is a "shorter workweek with less pay."

During the next ten years, the impact of working women on the workplace and on the family will be assimilated and reassessed. It will be a time for experimentation by employers and families with new kinds of work and career patterns and with new roles and responsibilities for children. The next generation, in fact, may be the primary beneficiary of the changes of the past decade. Through it all, the American family and system will show their traditional strength — adaptability to a changing world.

Notwithstanding the perceived strains of work, most family members would prefer to work either full or part time, even if they don't have to. The preference for work is pronounced among both currently working men (78%) and currently working women (58%). Women, for their part, are noticeably more inclined than men to prefer part-time work combined with work at home caring for the family, even if their working is not essential to the family income. This preference for part-time work is characteristic of 41% of all currently working women, and of more than half of the women who now hold executive, professional, or managerial positions (51%) (Charts 8 and 9).

In terms of motivation, nearly all working adults (both men and women) are working primarily to:

- Achieve a sense of personal satisfaction (89%),
- Help make ends meet (87%), and
- Raise their standard of living (85%).

The fact that a need for personal satisfaction and accomplishment heads the list may explain in part why most American family members prefer to work, even in the absence of economic necessity (Chart 10).

10 REASONS FOR WORKING

Please tell me if each of the following is an important reason for your working, or not.

	Working Adults	Working Men	Working Women
Base	1013 %	582 %	431 %
Providing you with a sense of accomplishment and personal satisfaction			
Important reason	89	90	87
Not important reason	10	9	13
Helping make ends meet			
Important reason	87	90	84
Not important reason	12	10	16
Improving your family's standard of living			
Important reason	85	88	81
Not important reason	15	12	18
Providing a cushion or nest egg for your family			
Important reason	82	89	72
Not important reason	17	10	27
Earning money of your own to spend as you like			
Important reason	67	68	64
Not important reason	33	30	36
Paying for your children's or spouse's education			
Important reason	64	73	51
Not important reason	32	23	44
Providing for your own personal nest egg			
Important reason	60	66	51
Not important reason	39	33	48

14 STATEMENTS ABOUT WORKING PARENTS AND CHILDREN: FAMILY MEMBERS

Now I'd like to read you some statements that people have made about working parents and children. For each one, please tell me whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.

	Total Family Members	Total Parents	Working Mothers	Working Fathers
Base	1502	847	244	364
	%	%	%	%
When both parents work, children have to become more self-reliant and independent				
Agree**	90	91	94	89
Disagree***	9	8	6	11
Not sure	1	*	-	-
It's not the amount of time you spend with your children that's important, but what you do when you do spend time with them				
Agree**	86	84	88	80
Disagree***	13	16	11	20
Not sure	1	1	1	*
Mothers and fathers should play an equal role in caring for children, even if it means taking some time away from their jobs				
Agree**	83	84	86	82
Disagree***	16	16	14	18
Not sure	1	1	*	*
When both parents work, children are more likely to get into trouble				
Agree**	72	70	57	75
Disagree***	27	29	41	25
Not sure	1	1	2	1
Even when they don't work, parents today don't give their children the time and attention they need				
Agree**	71	69	68	69
Disagree***	27	29	31	29
Not sure	2	1	1	2
Parents today don't seem as willing to sacrifice for their children as parents did in the past				
Agree**	59	57	55	57
Disagree***	39	42	45	43
Not sure	1	1	1	*
Parents who work spoil their children to make up for not spending time with them				
Agree**	55	53	54	52
Disagree***	43	45	45	47
Not sure	2	1	1	1

*Less Than 0.5%.
**Those who "agree strongly" or "agree somewhat."
***Those who "disagree strongly" or "disagree somewhat."

35 BENEFITS THAT MIGHT HELP BALANCE FAMILY AND WORK RESPONSIBILITIES: FAMILY MEMBERS

There are benefits that organizations could provide their employees that might help them balance their family and work responsibilities. If you or another member of your family were offered (READ EACH ITEM), would it help you and your family a great deal, somewhat, hardly at all, or not at all?

Would you or your spouse accept a smaller pay raise next year for (READ EACH ITEM), or not?

	Total Family Members	Working Men	Working Women	Working Mothers	Women Planning To Work	Accept Smaller Raise: Base: Those Who Said Specific Benefit Would Help "A Great Deal"
Base	1503	583	431	245	133	(Rank)
	%	%	%	%	%	
Child care benefits						
Paid personal days specifically for children and for family responsibilities						
Great deal	25	21	30	37	42	4
Somewhat	25	28	27	30	35	
Hardly/not at all	30	38	25	22	14	
Doesn't apply/already have (vol.)	18	12	16	10	8	
Paid disability and personal leave for mothers for more than six weeks for pregnancy and maternity						
Great deal	30	29	36	35	37	5
Somewhat	14	14	12	14	24	
Hardly/not at all	34	42	34	37	24	
Doesn't apply/already have (vol.)	21	15	18	12	14	
Child care at the place you or your spouse works						
Great deal	20	15	25	29	28	2
Somewhat	18	19	15	16	32	
Hardly/not at all	43	54	41	44	29	
Doesn't apply/already have (vol.)	19	11	18	10	10	
Paid personal leave for fathers for paternity						
Great deal	18	16	20	22	29	6
Somewhat	19	21	19	20	31	
Hardly/not at all	41	49	42	43	23	
Doesn't apply/already have (vol.)	21	12	19	15	15	
Other Benefits						
Freedom to pick and choose the employment benefits that are best for your family's needs						
Great deal	50	48	58	62	65	3
Somewhat	24	30	23	23	25	
Hardly/not at all	12	14	9	9	4	
Doesn't apply/already have (vol.)	12	6	7	6	4	
Part-time work for two or three days a week with full-time employment benefits						
Great deal	42	36	49	53	66	1
Somewhat	20	21	19	19	23	
Hardly/not at all	25	38	22	19	7	
Doesn't apply/already have (vol.)	13	5	10	8	3	

40 POLICIES THAT MIGHT HELP BALANCE WORK AND FAMILY RESPONSIBILITIES: FAMILY MEMBERS

There are policies that might help employees balance work and family responsibilities better. If you or your spouse were offered (READ EACH ITEM), would it help your family a great deal, somewhat, hardly at all, or not at all?

	Total Family Members	Working Men	Working Women	Working Mothers	Women Planning To Work
Base	1503	583	431	245	133
	%	%	%	%	%
The right to resume work at the same pay and seniority after a personal leave of absence					
Great deal	42	37	52	53	54
Somewhat	26	27	27	28	36
Hardly/not at all	20	29	12	11	7
Already have/doesn't apply (vol.)	11	6	7	7	3
A choice between a 7 to 3, 8 to 4, or 9 to 5 workday					
Great deal	40	37	50	52	51
Somewhat	22	23	21	20	30
Hardly/not at all	25	34	19	21	14
Already have/doesn't apply (vol.)	12	7	8	8	5
Freedom to set a work schedule, as long as you work 70 hours every two weeks					
Great deal	36	36	43	46	51
Somewhat	25	27	25	25	32
Hardly/not at all	27	30	24	21	13
Already have/doesn't apply (vol.)	12	6	7	7	3
Work schedules that allow one day to work at home					
Great deal	38	38	45	48	51
Somewhat	22	24	21	22	29
Hardly/not at all	28	31	28	8	14
Already have/doesn't apply (vol.)	12	7	6	15	4
A four-day workweek with longer hours each day but a three-day break					
Great deal	38	42	41	42	46
Somewhat	19	21	21	19	20
Hardly/not at all	32	31	31	32	30
Already have/doesn't apply (vol.)	11	6	6	5	3
The right to refuse a relocation or transfer with no career penalty					
Great deal	41	41	47	47	52
Somewhat	16	16	17	18	17
Hardly/not at all	30	34	27	27	21
Already have/doesn't apply (vol.)	13	8	9	7	7
A single job shared with someone else, so that each person can take more time away from work but the job still gets done					
Great deal	28	25	35	37	42
Somewhat	28	32	29	28	39
Hardly/not at all	32	36	28	27	15
Already have/doesn't apply (vol.)	11	5	6	7	3

A shorter workweek with less pay	Total Family Members	Working Men	Working Women	Working Mothers	Women Planning To Work
Great deal	5	4	4	2	10
Somewhat	11	10	12	10	19
Hardly/not at all	73	81	78	82	68
Already have/doesn't apply (vol.)	10	3	6	6	2

41 POLICIES THAT MIGHT HELP EMPLOYEES BALANCE WORK AND FAMILY RESPONSIBILITIES: LEADERS

There are policies that might help employees balance their work and family responsibilities better. If they were offered (READ EACH ITEM), how much do you think it would help most employees and their families — a great deal, somewhat, hardly at all, or not at all?

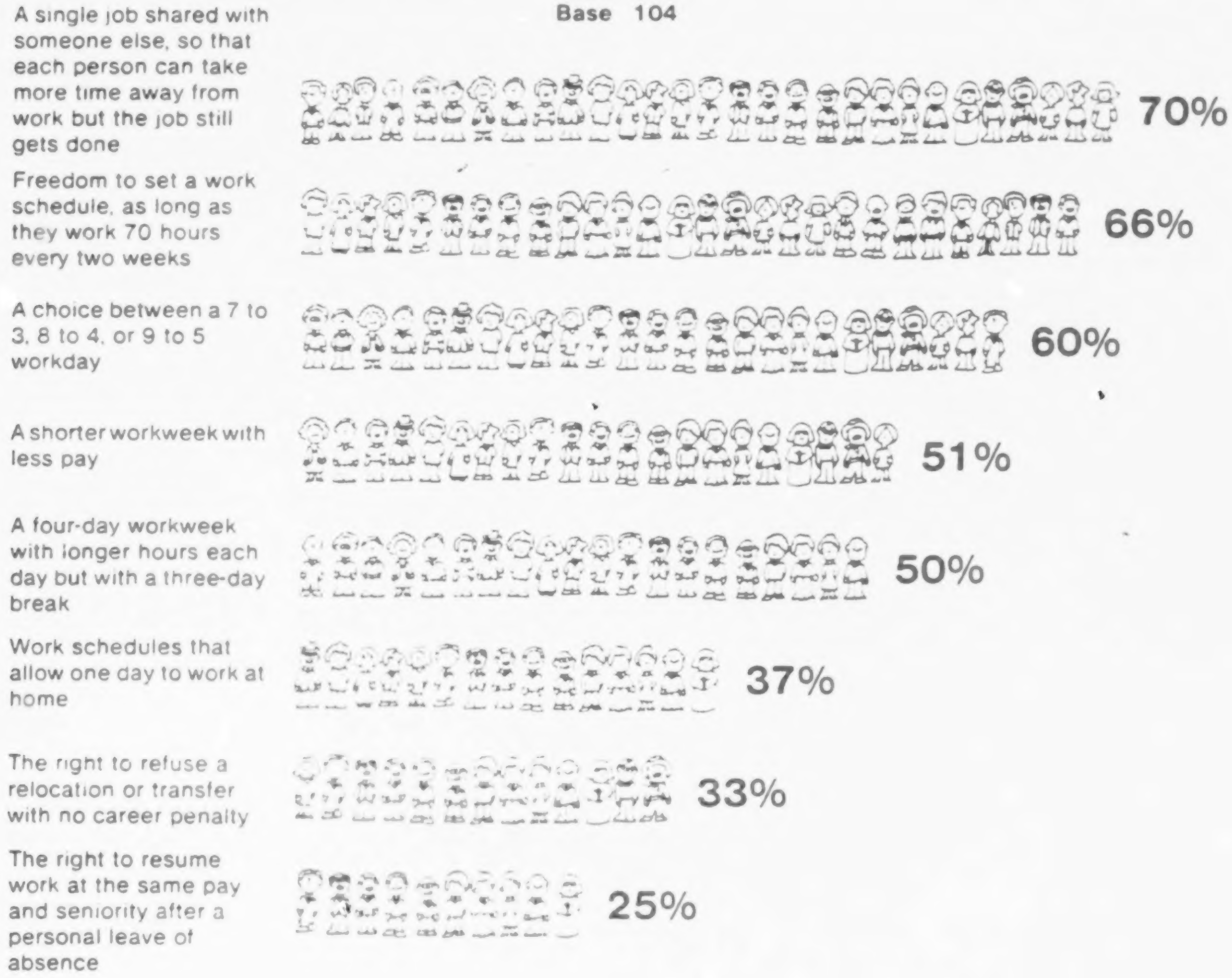
	Leaders	
	Human Resource Officers	Labor Leaders
Base	**104**	**56**
	%	%
A choice between a 7 to 3, 8 to 4, or 9 to 5 workday		
Great deal	38	46
Somewhat	51	45
Hardly/not at all	11	9
The right to resume work at the same pay and seniority after a personal leave of absence		
Great deal	62	55
Somewhat	26	27
Hardly/not at all	11	16
Freedom to set a work schedule, as long as they work 70 hours every two weeks		
Great deal	36	23
Somewhat	44	59
Hardly/not at all	19	18
The right to refuse a relocation or transfer with no career penalty		
Great deal	46	55
Somewhat	33	30
Hardly/not at all	18	14
A single job shared with someone else, so that each person can take more time away from work but the job still gets done		
Great deal	34	18
Somewhat	38	54
Hardly/not at all	28	25
Work schedules that allow one day to work at home		
Great deal	17	23
Somewhat	47	46
Hardly/not at all	35	27
A four-day workweek with longer hours each day but a three-day break		
Great deal	13	23
Somewhat	37	43
Hardly/not at all	47	34
A shorter workweek with less pay		
Great deal	5	4
Somewhat	22	13
Hardly/not at all	72	82

In a number of areas, the current personnel and work policies of major corporations are in line with the current needs of working family members, or are moving in that direction. For example, most benefits officers (60%) say their companies already have policies that allow employees to return to work at the same pay and seniority after a leave of absence. Nearly half (48%) have adopted a policy providing "the right to refuse a relocation or transfer with no career penalty."

Of special importance to women planning to work is the finding that more than two in three human resource officers in major corporations (70%) expect their companies to adopt a policy of job sharing, and majorities expect them to adopt a variety of approaches to allow more flexible work schedules (Charts 42 and 43).

42 POLICIES MOST LIKELY TO BE ADOPTED BY CORPORATIONS

And which of these policies do you think your organization is most likely to adopt in the next five years?

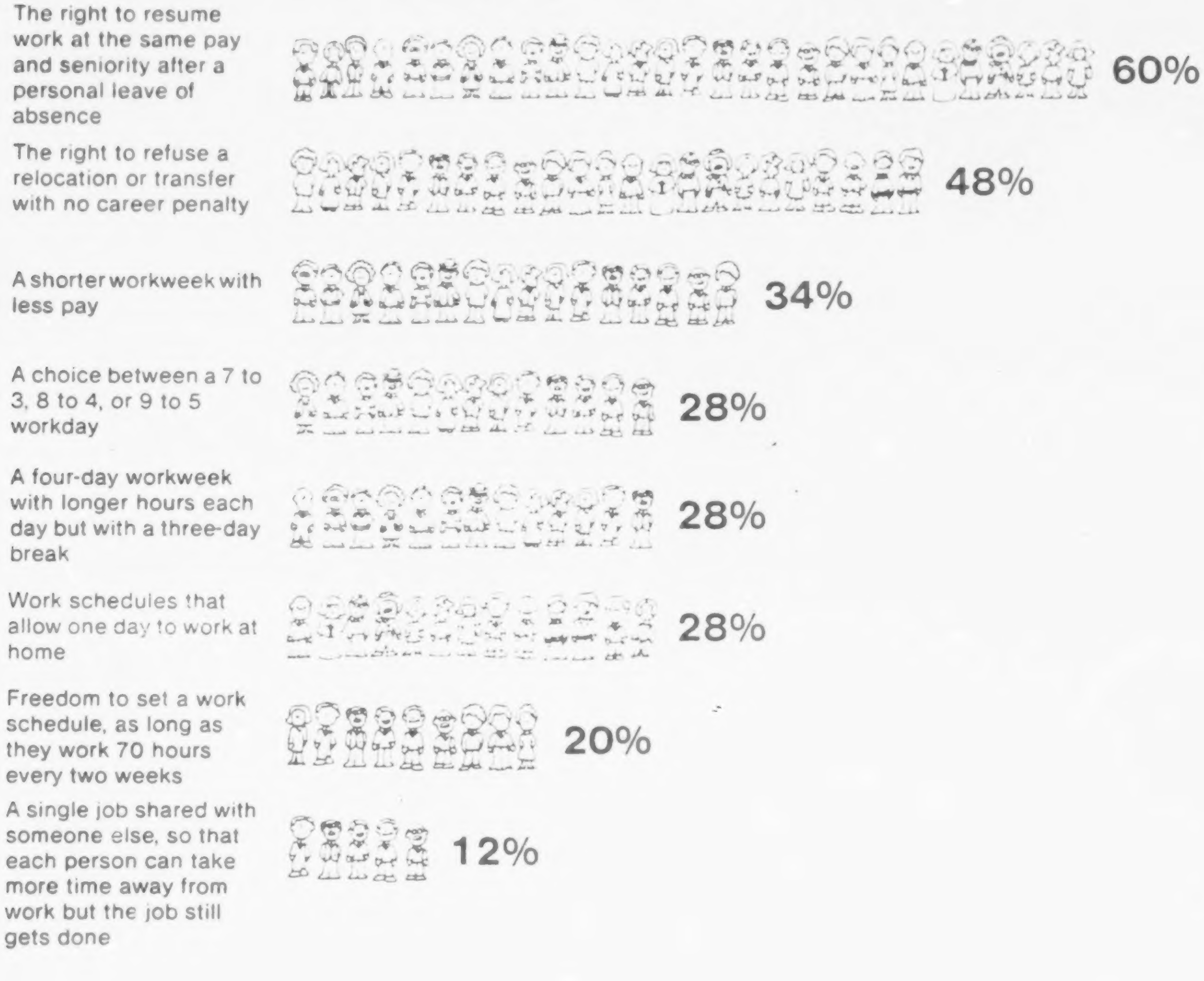


43 POLICIES ALREADY ADOPTED BY CORPORATIONS

And which of these policies do you think your organization is most likely to adopt in the next five years?

Base 104

Organization has already adopted (volunteered):



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Reprinted from Better Homes and Gardens Magazine

Of Concern Now

How Is Work Affecting American Families?

For some families, work and family demands balance each other perfectly and needs on both fronts are well met. In other households, the balance is out of whack and the result is trouble either at work or at home, or more likely, at both. (You'll find our editor's comments elaborating on this in his column on page 4.)

Your responses to this survey will be of enormous help to us in sorting out the factors that most contribute to a harmonious relationship between work and family requirements, as well as those disruptive factors that cause stress.

Some of our questions necessarily apply only to readers employed outside the home, but most apply equally to homemakers not employed outside the home. To make answering easier, we've divided our questions into categories. The first category applies to everyone regardless of employment; the second, to women and men employed outside the home; the third, specifically to homemakers; the fourth, to dual-job couples with children; and the last, again, to everyone.

We'll report the results of this study in a future issue (respecting your confidentiality, of course) and we'll use what we learn about your concerns as a springboard to helpful and timely articles.

I. Questions to be answered by everyone

1. Do you think most people like their jobs?
10-1 ☐ Yes 2 ☐ No 3 ☐ Don't know

2. Do you believe that hard work and self-sacrifice lead to success?
11-1 ☐ Most times 2 ☐ Sometimes 3 ☐ Seldom

3. Do you feel that your spouse often is too involved with his or her work at the expense of the time your family spends together?
12-1 ☐ Yes 2 ☐ No 3 ☐ No spouse

4. In your household, who is responsible for the following:

	Woman of house	Man of house	Older children	Other person	Does not apply
Child care	13 ☐	14 ☐	15 ☐	16 ☐	17 ☐
Attending school meetings, etc.	18 ☐	19 ☐	20 ☐	21 ☐	22 ☐
Getting child(ren) to doctors', dentists', etc., appointments	23 ☐	24 ☐	25 ☐	26 ☐	27 ☐

5. How often do work or career pressures (yours or spouse's) create a serious strain on your marriage?
28-1 ☐ Frequently 3 ☐ Never
2 ☐ Occasionally 4 ☐ Does not apply

6. Other than preparing or eating a meal, what do you usually do at the end of the day? (Check the three or four that most apply.)
29 ☐ Engage in cultural activities
30 ☐ Clean house/do household chores
31 ☐ Exercise/participate in sports
32 ☐ Stop for a drink with co-workers
33 ☐ Watch television
34 ☐ Spend time with family
35 ☐ Spend time with friends
36 ☐ Do house and/or yard maintenance
37 ☐ Pursue hobbies or other interests
38 ☐ Attend night classes or self-help group meetings
39 ☐ Do job-related work
40 ☐ Work at a second job
41 ☐ Just too tired to do anything
42 ☐ Other____________________

7. Do you believe it is important to socialize with co-workers and managers in order to "get ahead"?
43-1 ☐ Yes 2 ☐ No 3 ☐ No opinion

continued

Illustration: Mike Engstrom, Les Hays Studio

continued

How Is Work Affecting American Families?

8. Do you think that self-employed people are happier with their work than are people who are employed by someone else?
44-1 ☐ Yes 2 ☐ No 3 ☐ Don't know

8a. Do you think they work harder?
45-1 ☐ Yes 2 ☐ No 3 ☐ Don't know

9. It has been suggested that single employees are more productive workers because no demands are made on them by spouses or children. Do you:
46-1 ☐ Agree 2 ☐ Disagree 3 ☐ No opinion

10. Which *two* or *three* of the following family-supportive benefits would you most like to see employers offer employees?
47 ☐ Day care for children
48 ☐ Counseling for personal/family problems
49 ☐ Equivalent family leave instead of sick leave
50 ☐ Paternity leave as well as maternity leave
51 ☐ Flexible hours
52 ☐ Four-day work week
53 ☐ The opportunity for two people to share a single job
54 ☐ Other ____________

11. Do you view retirement primarily as a time: (Check as many as apply.)
55 ☐ To relax, pursue hobbies/interests
56 ☐ To start another career
57 ☐ To become active in community affairs
58 ☐ To move to a retirement community
59 ☐ To share more activities with your spouse and family
60 ☐ You would like to postpone as long as possible
61 ☐ When your marriage might suffer from too much togetherness
62 ☐ When you/your spouse will miss the stimulation of your job and contacts with co-workers
63 ☐ When you'll have to drastically lower your standard of living
64 ☐ You dread because you expect to feel bored and/or useless
65 ☐ Other ____________

12. Do you think that finding and holding a job is an important factor in developing a teen-ager's sense of responsibility?
66-1 ☐ Yes 2 ☐ No

13. Does your teen-age child(ren) have a before- or after-school or summer job?
67-1 ☐ Yes 3 ☐ No
2 ☐ No teen-age child in family

II. Questions to be answered by women and men who are employed outside the home (either full time or part time)

14. How do you feel about your job?
68-1 ☐ Like it very much 3 ☐ Don't care for it
2 ☐ It's OK 4 ☐ Hate it

15. What do you *like* most about your job? (Check the three or four that *most* apply.)
69 ☐ Good income/benefits/financial security
70 ☐ Recognition and advancement
71 ☐ Creative satisfaction/fulfillment
72 ☐ Employment security
73 ☐ Opportunity for professional growth
74 ☐ Job requirements match your abilities and interests
75 ☐ Stimulating work environment
76 ☐ Good communication with co-workers
77 ☐ Having adequate time and energy left for family and leisure
78 ☐ Making a meaningful contribution to society
79 ☐ Producing a high-quality product or service
80 ☐ Employer appreciates suggestions and initiative
10 ☐ Employer is fair and concerned about employees' well-being
11 ☐ None of the above
12 ☐ Other ____________

16. What do you *dislike* most about your job? (Check the three or four that *most* apply.)
13 ☐ Repetitious, boring, and/or exhausting work
14 ☐ Little opportunity for recognition and advancement
15 ☐ Little opportunity for professional growth
16 ☐ Annoying or hazardous physical surroundings
17 ☐ Conflicts with co-workers and business associates
18 ☐ Low pay
19 ☐ Worry about being laid off
20 ☐ Inadequate benefits
21 ☐ Job requirements do not match your abilities
22 ☐ Long hours and/or excessive job demands detract from time with family
23 ☐ Little pride in the product/service involved
24 ☐ Suggestions and initiative are stifled by employer
25 ☐ Feeling that your work isn't really appreciated
26 ☐ Feeling that employer is unfair and unconcerned about employees' well-being
27 ☐ None of the above
28 ☐ Other ____________

17. Supposing you suddenly became financially secure for life, would you continue to work?
29 ☐ Yes, would continue doing same job
30 ☐ Yes, but would look for a different job
31 ☐ No 32 ☐ Don't know

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How Is Work Affecting American Families?

18. What are the main reasons you are staying with your present job?
- 33 ☐ Like what you're doing better than anything else you can think of
- 34 ☐ Good prospects for advancement
- 35 ☐ The pay is good
- 36 ☐ Need the money and couldn't do as well elsewhere
- 37 ☐ Not qualified to do anything else
- 38 ☐ Too old to change
- 39 ☐ Amount of free time job gives you
- 40 ☐ Would lose company benefits if you changed jobs
- 41 ☐ Friendship of your co-workers
- 42 ☐ Fills the time/gets you out of the house
- 43 ☐ Other____________________

19. In general, are you happier at home or at work?
- 44-1 ☐ Home
- 2 ☐ Work
- 3 ☐ Happy at both places
- 4 ☐ Happy at neither

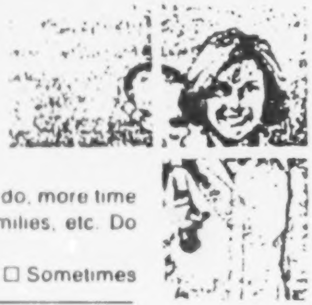
20. When you're upset by a work situation, do you generally:
- 45 ☐ Discuss the problem with your spouse
- 46 ☐ Discuss the problem with a co-worker or friend
- 47 ☐ Forget it when you're at home/deal with it when you get back to work
- 48 ☐ Become moody at home
- 49 ☐ Other____________________

21. Does your family have a basic understanding of what your job is and what it means to you?
50-1 ☐ Yes 2 ☐ No 3 ☐ Don't know

22. Do you frequently work overtime and/or bring work home to do on evenings and/or weekends?
51-1 ☐ Yes 2 ☐ No

23. If your employer asked you to transfer to a new location, would you:
- 52 ☐ Accept the transfer because you would consider it a positive experience for yourself and your family
- 53 ☐ Accept the transfer to please management and secure your job regardless of family feelings
- 54 ☐ Decline the transfer because you feel it would be too disruptive for you and your family
- 55 ☐ Decline the transfer because selling your present home and buying another would be too costly
- 56 ☐ Decline because of spouse's job
- 57 ☐ Talk it over with your family and abide by a vote
- 58 ☐ Does not apply
- 59 ☐ Other____________________

24. If you were given the option, would you prefer to do your present job in your home (rather than going to an office or plant every workday)?
- 60 ☐ Yes
- 61 ☐ No
- 62 ☐ Already work at or from home
- 63 ☐ Not possible to do present job at home



25. Some people who work outside the home may be envious of full-time homemakers because they believe homemakers have more time to do the things they want to do, more time to spend with their families, etc. Do you feel this way?
64-1 ☐ Yes 2 ☐ No 3 ☐ Sometimes

26. Overall, how would you assess your employer's attitude toward and/or effect on family life?
- 65 ☐ Is sensitive to and supportive of employees' family life
- 66 ☐ Contributes to tension and difficulty in family life
- 67 ☐ Doesn't have much effect one way or the other
- 68 ☐ Does not apply

III. Questions to be answered by homemakers who are not employed outside the home

27. How do you feel about being a homemaker?
- 69-1 ☐ Like it very much
- 2 ☐ It's OK
- 3 ☐ Don't care for it
- 4 ☐ Hate it

28. In general, are you happy at home, or would you be happier if you were employed outside your home?
- 70 ☐ Happy at home
- 71 ☐ Would be happier employed outside home
- 72 ☐ Happy at neither

29. Some full-time homemakers may be envious of people who work outside the home because they think employed people lead more interesting lives, are financially independent, and/or are achieving professionally. Do you feel this way?
73-1 ☐ Yes 2 ☐ No 3 ☐ Sometimes

30. What do you *like* most about being a homemaker? (Check the three or four that *most* apply.)
- 74 ☐ More time to spend with children
- 75 ☐ Making a meaningful contribution to society
- 76 ☐ Creative satisfaction/fulfillment
- 77 ☐ Feeling secure about spouse's continued financial support
- 78 ☐ Satisfaction of providing for your family's needs
- 79 ☐ Pleasure of being at home
- 80 ☐ Contact with neighbors, friends, etc.
- 10 ☐ Your family's appreciation of what you do
- 11 ☐ Having enough time to do household chores properly
- 12 ☐ Having enough time for leisure pursuits
- 13 ☐ Other____________________

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How Is Work Affecting American Families?

31. What do you *dislike* most about being a homemaker? (Check the three or four that *most* apply.)
14 ☐ Feeling of dependence
15 ☐ Repetitious, boring, and/or exhausting work
16 ☐ Not getting out enough
17 ☐ Family takes you and what you do for granted
18 ☐ Isolation from other adults
19 ☐ Long hours and/or excessive demands by family
20 ☐ Worry about how you would manage if spouse left you
21 ☐ Lack of stimulation and fulfillment
22 ☐ Other________________________

IV. Questions to be answered if both parents (or one parent if a single-adult household) are employed outside the home and there are youngsters living at home.

32. How do you handle child care during work hours?
23 ☐ A baby-sitter comes to your home
24 ☐ Take child(ren) to a baby-sitter
25 ☐ Take child(ren) to employer-sponsored day-care center
26 ☐ Take child(ren) to private or community day-care center
27 ☐ Let child(ren) take care of themselves
28 ☐ Work different hours; an adult is always home
29 ☐ Other____________________

33. Are you satisfied that your child(ren) generally are getting enough parental attention even though their parents are working outside the home?
30-1 ☐ Yes 2 ☐ No

V. Background questions to be used in analyzing the study results. To be answered by everyone.

34. Who filled out this questionnaire?
31 ☐ Woman of the house 33 ☐ Man of the house
32 ☐ Other family member (specify)________________

35. What is the occupation of the woman of the house? Of the man of the house?

	Woman:	*Man:*
Job title	____________	____________
Type of business	____________	____________

36. What is the current employment status of the woman of the house? Of the man of the house?

Woman:	*Man:*	
34 ☐	42 ☐	Employed outside home in full-time job
35 ☐	43 ☐	Employed outside home in part-time job
36 ☐	44 ☐	A full-time homemaker
37 ☐	45 ☐	Self-employed
38 ☐	46 ☐	Work in your family-owned business
39 ☐	47 ☐	Retired
40 ☐	48 ☐	Unemployed/looking for work
41 ☐	49 ☐	Other____________________

37. What is the age of the woman of the house? Of the man of the house?

Woman:	*Man:*
50-1 ☐ Under 35 years	51-1 ☐ Under 35 years
2 ☐ 35 to 54 years	2 ☐ 35 to 54 years
3 ☐ 55 years and over	3 ☐ 55 years and over
4 ☐ No woman of house	4 ☐ No man of house

38. Are you:
52-1 ☐ Married
2 ☐ Single/never married
3 ☐ Divorced, widowed, separated
4 ☐ Living with someone

39. Do you have children? (Check all that apply.)
53 ☐ 5 years and under
54 ☐ 6 to 12 years
55 ☐ 13 to 15 years
56 ☐ 16 to 18 years
57 ☐ 19 years and over
58 ☐ No children

40. What is the last level of school the woman of the house completed? The man of the house completed?

Woman:	*Man:*
59-1 ☐ Grade school	60-1 ☐ Grade school
2 ☐ High school	2 ☐ High school
3 ☐ Some college	3 ☐ Some college
4 ☐ Graduated college	4 ☐ Graduated college
5 ☐ Postgraduate work	5 ☐ Postgraduate work
6 ☐ No woman of house	6 ☐ No man of house

41. What is the approximate total income of the household?
61-1 ☐ Less than $15,000
2 ☐ $15,000 to $19,999
3 ☐ $20,000 to $24,999
4 ☐ $25,000 to $29,999
5 ☐ $30,000 to $34,999
6 ☐ $35,000 to $39,999
7 ☐ $40,000 to $49,999
8 ☐ $50,000 and over

42. Where you live, do you:
62-1 ☐ Own your home
2 ☐ Rent an apartment
3 ☐ Rent a house
4 ☐ Other______________

43. Which of these categories best describes where you live?
63-1 ☐ A large city—over 500,000 population
2 ☐ The suburban area of a large city
3 ☐ A medium-sized city—under 500,000 population
4 ☐ A small city—under 100,000 population
5 ☐ A small town—under 10,000 population
6 ☐ A rural area

Name____

Address______________________________________

City________________State__________Zip________
64-65 66-67-68-69-70

If you would like to comment on any of the issues we have raised, or on any other issues you think relate to how work affects families, please write your comments on another sheet of paper and attach it to this questionnaire. Mail to: **Better Homes and Gardens, Family/Work Questionnaire, P.O. Box 10688, Des Moines, IA 50336.**

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By Kate Keating/Managing Editor

How Is Work Affecting American Families?

A REPORT FROM 32,500 READERS

Last June we published a questionnaire in this magazine to find out how our readers feel about work, and how their jobs are affecting their family living. In the past decade, we have witnessed a dramatic increase in two-job middle-income households in general, and in households with children under 18 in particular. Hand in glove with this trend are often drastic changes in expectations and life-styles for members of such families; men, women, and children are all profoundly affected.

In what ways is the workplace supporting or undermining contemporary American families? And how can society, employers, and workers improve the relationship and strike a better balance between job demands and family needs?

Focus on middle-class families

BH&G readers are largely middle-class, married homeowners with a primary interest in home and family. One expects them to be conscientious, and comfortable with the work ethic. Therefore, this report, rather than being a study of how work is affecting *all* American families, specifically reflects the thinking of concerned, middle-income, American families.

Besides taking the time to respond to our questionnaire, more than 4,000 of the 32,500-plus respondents attached letters, many of which are personal case histories rather than comments on questions. In this report, we give you a representative sampling of excerpts from those letters. Intriguingly, the letters add resonance to the results of the questionnaire, but also sometimes contradict them. It's much as if your neighbor tells you, "Oh, we're getting along just fine, but there's this one problem that's tearing my life apart."

Who answered the questionnaire

Of the 32,500 respondents, 80% are women, the remaining 20% are men, or men and women answering as couples. The great majority of respondents—87%—are married, and 79% have children. Their income and education levels and home-ownership rates are all considerably higher than national medians: Their median household income is $31,250, and 84% are homeowners. Of the women, 75% have attended or graduated from college, including 20% who have done postgraduate work. Of the men, 71% have attended or graduated from college, including 27% who have done postgraduate work.

Of the women respondents, 25% are full-time homemakers, 52% are employed outside the home in full-time jobs, 16% in part-time jobs, and 9% are self-employed and/or work in a family-owned business. Female median age is 33.7 years.

Of the men, 76% are employed outside the home in full-time jobs and 17% are either self-employed or work in a family-owned business. (We did hear from a few men who are full-time homemakers, but their number is too small to compute as a percentage.) Male median age is 37 years. Only 1% of the respondents, male and female, are unemployed and looking for work.

The work ethic restated

The vast majority of respondents like their jobs, or at least say their jobs are OK. At the same time, many think that *other* people do *not* like their jobs.

HOW DO YOU FEEL ABOUT YOUR JOB?
(employed respondents)

Like it very much	54%
It's OK	37%
Don't care for it	5%
Hate it	2%

DO YOU THINK THAT MOST PEOPLE LIKE THEIR JOBS?

No	45%
Yes	42%
Don't know	13%

As a nurse-wife-mother from Missouri comments: "In our home, work is not considered a curse but rather something to give life meaning and a way to

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How Is Work Affecting American Families?

contribute to society. Our girls would like to go into social work and teaching. That makes my husband and me proud as we feel life is worth most when you are helping and/or serving others."

DO YOU BELIEVE THAT HARD WORK AND SELF-SACRIFICE LEAD TO SUCCESS?	
Sometimes	62%
Most times	34%
Seldom	4%

Note: We divided our questionnaire into four categories: Questions to be answered by everyone regardless of employment; questions to be answered by employed men and women; questions for full-time homemakers; and questions for dual-job couples or employed single parents with children. For some questions, we requested "check all answers that apply" or "check the three or four that most apply," which is why percentage totals often exceed 100%.

WHAT DO YOU LIKE MOST ABOUT YOUR JOB? (employed)	
Good income/benefits/financial security	53%
Creative satisfaction/fulfillment	36%
Job requirements match your abilities and interests	36%
Employment security	32%
Having adequate time and energy left for family and leisure	31%
Good communication with co-workers	30%

WHAT DO YOU DISLIKE MOST ABOUT YOUR JOB?	
Little opportunity for recognition	28%
Low pay	25%
Feeling that your work isn't really appreciated	25%
Repetitious, boring, and/or exhausting work	21%
Little opportunity for professional growth	20%

Sticking with work

Our readers, like most other Americans, are working for the traditional economic reasons—salary, benefits, and security—but creative satisfaction is another strong factor. The reason most respondents give for sticking with their jobs is that they like what they're doing better than anything else they can think of (39%). The next most popular reason is practical: they need the money and think they couldn't do as well elsewhere (33%). And the reason given by 27% of the respondents is that their jobs allow adequate free time.

Do they enjoy work so much that they would continue to work if the proverbial ship came in and they suddenly became financially secure for life? Yes, say 66% (although half of these would look for different jobs). In general are they happier at home or at work? Well, 61% say they're happy at both places, 29% report they're happier at home, 6% are happier at work, and mercifully, only 2% are happy at neither.

Happiness is a good job?

With the evidence indicating so much job contentment, it is important to note that most of the respondents and their spouses have pretty good jobs. For instance, half of the women respondents' jobs fall into our category of *professional/executive*, which includes jobs requiring extensive, specialized education—anything from architect and auditor to physician, lawyer, teacher, and nurse. The next largest category of women is *homemaker* (the aforementioned 25%) and then *secretarial/clerical* with 16%. For men, 64% fall into the *professional/executive* grouping, 10% in *semiskilled worker* (anything from factory worker to bus driver) and then 9% *skilled worker* (carpenter, electrician, surveyor, etc.).

Expressing her enthusiasm for her profession, one young single parent from the state of Washington wrote: "I love my three children, my home, and my work. But accounting is my Rock of Gibraltar. When everyone lets me down, the ledgers, etc., always balance!"

However, other letter writers stress that while they enjoy their work, family has first priority. A young father from Florida explains, "Although my wife and I have full-time jobs, our family remains the number one priority. If there is a conflict between job and family, our family automatically comes first. Nevertheless, we are constantly balancing our careers and family." A legal secretary from Ohio writes about the enormous personal and professional satisfaction she gets from her job, but then goes on to say, "I still believe that if success on the job is at the cost of family life success, the price is too high."

Self-employment—the best job of all?

Content as they are with their work, 59% of our readers think that self-employed people are happier in their work than are people who are employed by someone else. In addition, 75% think that self-employed people work harder. Those who are self-employed emphatically confirm these views: 78% think the self-employed are happier than those employed by others, and 86% believe that the self-employed work harder.

How about youngsters? Are finding and holding a job important factors in developing a teen-ager's sense of responsibility? A resounding majority of respondents (92%) say yes.

Trouble on the home front: Who or what is to blame?

Despite seemingly positive attitudes toward work, all is not entirely well with our readers' lives. Consider that 70% of our respondents say that work pressures frequently or occasionally create a serious strain on their marriage.

HOW OFTEN DO WORK OR CAREER PRESSURES (YOURS OR SPOUSE'S) CREATE A SERIOUS STRAIN ON YOUR MARRIAGE?	
Occasionally	59%
Frequently	11%
Never	30%

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How Is Work Affecting American Families?

Why the marital strain? A spouse too involved with work? Job problems that come home with a worker and sour home life? Guilt about not giving children enough attention? No time for fun? None of those explanations is consistently supported by questionnaire responses. For instance, 63% of respondents do not feel that their spouse often is too involved with work at the expense of family time; only 29% feel they are. Do employed readers frequently bring work home to do on evenings and weekends? No say 64%; 32% say yes. When respondents are upset by a work situation, does that become a problem at home? Well, 58% say they discuss the problem with their spouse, 36% discuss it with a co-worker or friend, and only 13% admit that they brood and become moody at home. Are employed parents satisfied that their children are getting enough parental attention even though the parents are working outside the home? "Yes," claim 73%; only 16% say "No."

Well then, are employers the problem? Generally speaking, our readers give employers a good or at least neutral rating.

OTHER THAN PREPARING OR EATING A MEAL, WHAT DO YOU USUALLY DO AT THE END OF THE DAY?

	Women employed full time	Women employed part time	Women full-time homemakers	Men
Clean house/do household chores	68%	51%	28%	32%
Watch television	66%	68%	76%	68%
Spend time with family	59%	78%	84%	64%
Do house and/or yard maintenance	41%	43%	44%	81%
Pursue hobbies and other interests*	36%	46%	44%	25%
Exercise/participate in sports	23%	16%	13%	23%
Just too tired to do anything	21%	14%	13%	16%

**Respondents often indicated such activities as church or community efforts, reading, crafts, music, etc.*

IN YOUR HOUSEHOLD, WHO IS PRIMARILY RESPONSIBLE FOR THE FOLLOWING:

	Woman of house	Man of house	Older children	Other person
Child care	80%	11%	2%	5%
Attending school meetings, etc.	54%	18%	0%	0%
Getting children to doctors', dentists', etc., appointments	64%	13%	1%	1%

OVERALL, HOW WOULD YOU ASSESS YOUR EMPLOYER'S ATTITUDE TOWARD AND/OR EFFECT ON FAMILY LIFE?

Doesn't have much effect one way or the other	40%
Is sensitive to and supportive of employee's family life	35%
Contributes to tension and difficulty in family life	12%

Big gripes—government and the economy

We did hear from some readers who complained about chauvinistic and oppressive bosses, of dead-end jobs, low pay, high pressure, and boring routines. But far more often than they criticized employer policies, letter writers took government to task for its perceived failure to control inflation, which they say forces many wives and mothers to seek employment. Typical is this comment from an employed mother: "I blame government and the economic mess for two-income families. One paycheck is just not sufficient anymore. We have reached the point where I have to continue working full time, and when I do we are put in a higher tax bracket so it almost isn't worth it." A couple from Maine echo the sentiment: "The economy has made it so difficult for families to even survive, let alone get ahead, that the job has become the most important aspect of all life, including family life. We have a 16-month-old daughter and another baby on the way, and because of the economy, we cannot live on one salary. How can you be there when your children need you when you spend most of their waking hours on the job?"

The handwriting is on the wall

Letter writers helped enormously in identifying stress factors and areas of conflict. Most of these are home rather than job centered—family expectations, child care concerns, parental responsibilities, household responsibilities, financial pressures, and too little time to do all that must be done.

Guess who still does the housework

Clearly, employed or not, women are still primarily responsible for child care and are getting little help from husbands with household chores. Even when we did a cross-tabulation of the above responses to isolate households with employed mothers, we found no measurable increase in the percentage of men doing household chores or taking responsibility for child care.

Indeed, husbands who don't help with domestic chores and child care are high on the gripe list of employed women. And in their letters, some of these women express disturbing bitterness about bearing an unfair burden. Of course, we also heard from women who attribute the success of both their work and family life to their husbands' sharing of responsibilities. Letters also reveal an alarming dichotomy: Women who are forced to work because of financial pressures seem to get the least support from their husbands, while those who freely choose to work (and therefore presumably expe-

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Work and families

rience less stress) seem to get the most support.

One member of the former group spells out her all-too-familiar complaint: "My husband (a high school principal) comes home from work tired and exhausted, and lies down and takes a nap or sits and reads the paper. I'm tired, too. [She runs a home-based child-care center.] But I cook supper, wash clothes, run errands, go to the grocery store, take care of our two children. He refuses to help in the house. We cannot make it on his paycheck so I have to work to help pay our bills. I feel he should help in the house as well." Another woman says: "I sure would like it if my husband shared household chores. He says, 'Quit if you can't handle it,' but oh, how he likes my paycheck!"

A letter writer from Wisconsin has a more positive view: "For me, the greatest difficulty in working full-time and still trying to be a 'good' wife and mother was to try to do all of the things I had done before I started working. Finally I just had to face up to the fact that I must lower my standards around the house. But now, my husband and I equally share all household goals and tasks and the children also help, of course. When the dust gets too thick, someone invariably picks up a dust cloth and has at it."

The Superwoman Syndrome

The glamour that once was attached to the super-achieving working woman has significantly eroded now that so many women are confronting the realities of simultaneously earning a living, rearing children, and maintaining a home. Consistently, letter writers attacked the "media-created" image of the superwoman who "does it all"—singlehandedly juggling home, child care, work, and personal time without missing a beat. A few women wrote that they, too, "would like to have a wife."

Tempus fugit

Indeed, in the real world, time is an elusive commodity for these women. Echoing the sentiments of many, a woman from Illinois mused: *"Time*—I guess that's the biggest problem. Time to do everything, to be alone, to be alone with my husband, time for the children, for the grandparents, for entertaining. It seems to be a 'beat-the-clock' routine." And a teacher from Alabama writes: "With a spouse, child, home, and job all demanding 100% of me, my hardest decision each day is how I will delegate my time among my responsibilities. I feel hopelessly torn."

Another young mother observes: "After I answered your questionnaire, I stopped to take a closer look at our family life. I suddenly realized that I have *no* time to play with and just enjoy my children."

A brighter future for dual-job couples?

No doubt about it, many couples must scramble to work out new priorities, responsibilities, and expectations that can accommodate two jobs and family. Some families say it's mighty discouraging, yet many are adapting. A reader in New York observes: "Families with children in which both parents work are like pioneers moving into a new frontier. We have no immediate role models from whom we can get information, ideas, and guidance."

A reader from Florida shares her views: "I believe the impact of work on the family unit is in great part dependent upon the attitudes of the parent(s). My son, age 11, sees working as normal for adults. He is able to divide his day into school/home and to divide *my* day into work/home equally well."

Can and should employers take steps to ease the way for families?

In our questionnaire, we asked if readers think that single employees are more productive workers because no demands are made on them by spouse or children. Soundly refuting such a theory, 76% of respondents say no. In fact, letter writers consistently suggest the opposite—that a conscientious family person is a more conscientious worker than his or her single counterpart. We also heard from business owners who confirmed the advantages of having family-involved employees.

A few letter writers are averse to any family-supportive employer benefits because they see no reason for underwriting the raising of children. On the other hand, many more respondents often were eloquent in advocating supportive employer policies.

WHICH TWO OR THREE OF THE FOLLOWING FAMILY-SUPPORTIVE BENEFITS WOULD YOU MOST LIKE TO SEE EMPLOYERS OFFER EMPLOYEES?

Flexible hours	66%
Equivalent family leave instead of sick leave	43%
Day care for children	39%
Four-day work week	39%
The opportunity for two people to share a single job	29%
Paternity leave as well as maternity leave	20%
Counseling for personal/family problems	12%

Shared and part-time jobs—a high priority

Scores of letter writers—men and women—focused on the need for good part-time jobs and job sharing to meet the needs of parents who want to devote large amounts of time to family life, but also need an opportunity to use their professional skills. "A friend with a very demanding career admitted to me that she doesn't remember any of her three children as babies," wrote a woman who has forsaken her own career to stay at home rearing their three children. "The housekeeper saw their first smiles and heard their first words. I think that is unspeakably sad. Can't our society find a solution to this dilemma? Sharing jobs could be an answer to the conflict between home and career. My husband would like to spend more time with the children, and I would like to be able to spend some time with my career. We don't want to turn our children over to strangers." A mother who works part time as a substitute teacher advocates: "A major issue of the '80s should be the development of good part-time work opportunities. This could include job sharing—one full-time job shared by two people. If Americans truly believe that the strong family is the structure on which society rests, we will all need to work toward strengthening family units. In my opinion, part-time work opportunities will allow parents to more easily fulfill professional needs *and* family needs. Too many educated people, es-

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pecially women, feel forced to choose between the two. Why does it have to be all or nothing?"

The day-care gap

Numerous letter writers described the difficulties of arranging for good, or even adequate, child care. In some cases, the struggle proved to be too much and the mother gave up her job. One mother, who has quit her job and is now trying to set up a business at home, charges: "In many communities, there is *no* day care for children after sixth grade or after age 11. What are these children supposed to do between the hours of three and six? They are at an extremely difficult age. Left to their own devices, they get into trouble."

Care that money can't buy

Even those with enough income to pay for a full-time housekeeper have problems, as we see in this letter from a couple in Indiana: "My husband and I are both physicians. On our incomes, we can well afford to pay someone to care for the children, clean, cook, etc. Finding that special person who will love and intellectually stimulate the children is the weak link of our existence." And from a 27-year-old college counselor with a young son and a husband who is finishing up work on his Ph.D.: "I quit work last year because I couldn't stand being pulled apart between home duties and work duties. In one-and-a-half years, my son was 'baby-sat' by *seven* different women. Just when we'd find someone good, she would raise the price to more than we could afford, or take on more kids than she could handle. I'm going to stay home with my son until he is in school, then get my own Ph.D., go back to work, and have no more children."

Postponing families: agonizing decisions

Paralleling national trends, a much larger percentage (32%) of our respondents under age 35 are childless than are those 35 and over (9%). Many younger respondents who are childless write that they will remain so until they can afford to get by on one salary, or until one of the partners is well enough established in a career to drop out for a while without a major setback. If they have children, they say, they want to care for those children themselves. Otherwise, they will remain childless. "When we married," a frustrated Texan writes, "we planned to wait to have children until my wife could afford to 'stay home with the kids.' The wait gets longer and longer and longer, and time is slipping away."

HOW DO YOU HANDLE CHILD CARE DURING WORK HOURS?

	Children 5 and under in household	Children 6-12 in household	Children 13-15 in household
Take child(ren) to baby-sitter	46%	22%	6%
Take child(ren) to private or community day-care center	22%	10%	2%
Let child(ren) take care of themselves	1%	29%	49%
Work different hours; an adult is always home	12%	16%	11%
Baby-sitter comes to your home	11%	8%	3%
Take child(ren) to employee-sponsored day-care center	1%	1%	1%
Other*	10%	20%	24%

*Includes care by a live-in housekeeper, relative, older children, parents whose job hours coincide with school hours, and for a few lucky parents, child care "at Grandma's house."

New breed of homemakers

If you think homemakers feel put down by society and excluded from the mainstream of life, and are worried about financial security, you are in for a pleasant surprise. Among BH&G readers, we see that full-time homemakers, far from bemoaning their lot in life, are unabashedly enthusiastic about their role.

A disproportionately larger number of full-time homemakers attached letters to their questionnaire, and those letters reveal a new breed of homemaker. She is well educated, well prepared for the work world, has had some work/career experience, and is idealistic. (Only a few of the homemakers we heard from are men, but these few seem to have sought and found the same Holy Grail as their female counterparts.) In concert with her husband, she has made the decision to be a homemaker *primarily for the purpose of raising children and sustaining strong family bonds.*

These homemakers talk a lot about their priorities—family, marriage, and home—and say they are willing to make material and career sacrifices for the privilege and satisfaction of raising their own offspring. Few say they are fearful about starting or resuming careers at a later date when their children are grown. It's clear that all have problems now and then and dislike some aspects of their role. But significantly

HOW DO YOU FEEL ABOUT BEING A HOMEMAKER?	
Like it very much	72%
It's OK	24%
Don't care for it	3%
Hate it	1%

WHAT DO YOU LIKE MOST ABOUT BEING A HOMEMAKER?	
More time to spend with children	73%
Satisfaction of providing for your family's needs	65%
Pleasure of being at home	44%
Having enough time to do household chores properly	41%
Having enough time for leisure pursuits	40%
Creative satisfaction/fulfillment	33%
Your family's appreciation of what you do	16%

WHAT DO YOU DISLIKE MOST ABOUT BEING A HOMEMAKER?	
Repetitious, boring, and/or exhausting work	50%
Family takes you and what you do for granted	38%
Not getting out enough	35%
Isolation from other adults	31%
Worry about how you would manage if spouse left you	16%

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continued

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more homemakers say that they are happy with their job than do employed respondents.

The importance of "being there"

Time and again, letters from homemakers reveal deep satisfaction in "just being there" to raise children. Typical are these comments from a homemaker in Virginia: "Raising our children is the most important career I could have. I am doing the best for our children by being there whenever they need me, and teaching them the values we believe are important. Although there are times when I feel bored, frustrated, alone, taken for granted, I wouldn't give up watching them grow and learn for anything. I guess that is a parent's reward for staying home with the children. Incidentally, my husband would gladly switch places with me."

IN GENERAL, ARE YOU HAPPY AT HOME, OR WOULD YOU BE HAPPIER IF YOU WERE EMPLOYED OUTSIDE YOUR HOME?	
Happy at home	88%
Would be happier employed outside the home	10%
Happy at neither	2%

Children versus materialism

In order to have one parent at home to care for the children, many homemakers and their spouses have had to make substantial trade-offs. An under-35 housewife from Washington writes: "I am a registered nurse with a master's degree in psychology and could readily work outside the home. Monetarily we would be ahead if I did work to augment my husband's salary. However, I feel it would hurt the family in far more important ways—ways money can't fix. Acquiring things has become more important than providing time and love for children and spouse. This is unfortunate because it places human relationships a poor second; our children become obstacles to acquiring."

A letter from a working mother underscores the threat posed by materialism: "My working has enabled us to buy extra things for our kids, and that used to alleviate some of my guilt feelings about not spending more time with them. But, to my horror, it is clear that the kids now prefer having the 'things' over spending time with me."

A young mother who has done postgraduate work best summed up reactions of numerous homemakers: "I am a full-time homemaker with four children, a terrific husband, and financial security. I have it made and have every reason to be happy, and I am. Yet I am astonished at the people who expect me to be unhappy, to feel tied down, act like a drudge, hate housework, and who expect that my children will drive me crazy, etc. I'm doing what I'm doing because I like it. I chose it."

Another young mother exults: "I worked for ten years before we had a baby. Now I'm a full-time mother to a 17-month-old child and I'm having the time of my life. I am raising him, not just caring for his needs."

Not all sunshine and roses

Some things do irritate full-time homemakers. For instance, many of these women resent the fact that they shoulder most of the volunteer work load in their community and get little credit for doing so. Others mention that they often find themselves unofficially caring for working mothers' children—carting them to ball games and scout meetings, etc., and often sheltering these youngsters after school.

A small minority wrote that they are deeply dissatisfied with their lives as homemakers. One of the respondents, who managed an art/antique gallery before becoming a full-time homemaker, sums up this group's frustration: "I feel worthless, and my self-respect has dropped to almost nothing. No one says 'What do you think?' anymore, only 'Where are my socks?' "

Goals and priorities

A common thread in letters from numerous respondents is that the questionnaire prompted thoughtful examination of work and family attitudes and priorities. For instance, a couple in New York wrote: "Your questionnaire stimulated family discussion on a number of issues, one of which was that of goals. Work, professional commitments, and child-care responsibilities have left us either too tired or less than adequately organized to consider what it is we really want."

From California, a reader who signed herself "wife, mother, working woman," observes: "Young people need to set goals and work toward them. Not all young married couples are meant to have children and they would be wise to recognize this. But if they do want to have children, then they also should recognize that it means a lot of sacrifice. You cannot go as much, have as much, but it can still be one of the best times of your life."

A teacher in New Mexico says that after examining her priorities, she has high hopes for the future: "I hope my children are gaining an awareness that women's and men's roles are not relegated to either job or home but can be shared, and consequently be more satisfying and involving for both parties." And, finally, this from a reader in Indiana: "Families need love, care, and dedication. These can be provided just as effectively or just as poorly in homes with one or two parents; in homes where one parent or two work outside the home. I work because I have to financially, and for the personal satisfaction it brings me. But I have a home and family for only one reason: I love them.

Produced with Ray Deaton, Carolyn Hamilton, Dan Kaercher, Sally Pederson, Linda Ford, and Nancy Hall.

Interested persons may obtain a copy of the full report by writing to: BH&G Families/Work Survey Report, P.O. Box 10688, Des Moines, IA 50336

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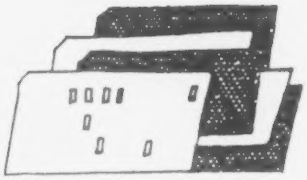
Research Summaries



Conflicts between work and family life

Joseph H. Pleck, Graham L. Staines,
and Linda Lang

How prevalent is the conflict between work and family life in the general population of workers? What forms does it take? What working conditions exacerbate it? For the first time, the Quality of Employment Survey, conducted for the U.S. Department of Labor by the Survey Research Center at the University of Michigan, provides some data on the extent to which work interferes with family life.[1]

The survey results suggest that a substantial minority of workers living in families experienced conflict between work and family life. These conflicts most often concerned excessive work time, schedules, and fatigue and irritability caused by work. Parents reported more conflict than other couples, but, surprisingly, women did not report more conflict than men although the kinds of conflicts reported by the two sexes differed. Specific working conditions, such as excessive hours at work, scheduling, and physically or psychologically demanding work were associated with experiencing work-family conflict, which, in turn, was related to diminished job satisfaction, and contentment with life in general.

Prevalence and types of interferences

Workers in the survey[2] who were currently married or living with a child under 18 were asked: "How much do your job and your family life interfere with each other —a lot, somewhat, not too much, or not at all?" Table 1 shows the responses of various groups of workers. More than 10 percent of the entire sample said that work-family conflict occurred "a lot" (severe conflict) and another quarter indicated that it occurred "somewhat" (moderate conflict). Altogether, more than a third of all workers living in families experienced either moderate or severe work-family conflicts.

As expected, parents experienced conflict significantly more often than other workers. Being a parent increased the incidence of moderate or severe conflict by about 7 percentage points among husbands in two-earner families, 14 points among breadwinning husbands, and 13 percent among wives of employed husbands. Working parents of preschool children also reported more conflict than did parents of school-age children.

However, several expected differences were not confirmed by the data: the employment status of the spouse was unrelated to work-family conflict and employed women did not, on average, report work-family conflict significantly more often than did employed men. Among all employed women (including wives and those heading single-parent families), about 35 percent reported moderate or severe conflict, compared with 34 percent for employed husbands. The margin was somewhat greater if employed wives were compared with employed husbands—37 versus 34 percent—but still was not significant. Employed women who headed one-parent families actually reported work-family conflict somewhat less often than did men.

Thus, work-family conflict is evident among a substantial minority of workers. It appears heightened among parents, compared with other couples, but not among women, compared with men. Employed women and men experienced work-family conflicts to a similar degree. It is possible that these data underestimate sex differences. For example, employed women may be less willing than men to acknowledge conflicts, because they feel others will use these conflicts as evidence that they should not be working. Also, employed women with severe work-family conflict may have more freedom than employed men to leave the labor force. Nonetheless, the data suggest that working men encounter work-family conflicts to an extent more similar to women than is usually thought.

Workers who reported "somewhat" or "a lot" of interference between their work and family life were asked how these roles interfered with each other. The three most common responses were "excessive work time," "schedule conflicts," and "fatigue and irritability."[3] The frequencies of these conflicts are shown in table 2. Half the sample with moderate or severe interference reported excessive time spent at work as a specific problem,

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and slightly more than a quarter reported incompatibility between their work and family schedules (sometimes resulting from other family members' work schedules). Nearly 15 percent reported negative physical or psychological consequences from work, such as fatigue and irritability.

When these specific types of work-family interference problems were examined, sex differences became evident. Employed men were significantly more likely than women to report excessive work time as a problem, while employed women were more likely than men to report schedule incompatibilities and fatigue and irritability (resulting from their work) as impinging on their family life.

Thus, while men and women reported to the same degree all forms of work-family conflict combined, they experienced this conflict in different ways. Men more often reported excessive work time, at least in part because they worked more hours than women. Women more often reported schedule conflicts, presumably because women more often have to see that family responsibilities are met and have to arrange their work schedule accordingly. Women's greater family responsibilities may also be the reason for their more frequent reports that physical and psychological consequences of work caused family problems. Fatigue and irritability brought home from work may make it more difficult for a woman to perform her family tasks, and thus, may cause a problem for her family. These same feelings may not have this effect for the husband because he generally has fewer home tasks to perform.

Contributing job characteristics

What job characteristics seem to cause work-family conflict? Other information in the survey makes it possible to analyze several working conditions as potential sources of these conflicts. The specific job characteristics[4] are shown in table 3.

Table 1. Frequency of work-family conflict

[In percent]

Group	Not at all	Not too much	Somewhat	A lot
Total sample	24.3	41.3	24.0	10.4
Employed husbands	25.9	40.4	23.6	10.1
Wife employed	26.7	41.8	21.0	10.5
No children	35.1	37.1	20.3	7.4
Youngest 0-5 years	22.9	41.3	22.9	12.8
Youngest 6-17 years	20.0	46.8	20.7	12.3
Wife not employed	25.0	38.7	26.6	9.7
No children	35.0	38.7	20.0	6.3
Youngest 0-5 years	20.4	32.8	37.1	9.7
Youngest 6-17 years	20.3	45.6	20.9	13.3
Employed wives	22.5	40.5	26.5	10.5
Husband employed	22.9	39.1	27.7	10.4
No children	37.1	33.7	18.5	10.7
Youngest 0-5 years	11.8	40.3	36.1	11.8
Youngest 6-17 years	16.3	43.5	31.0	9.2
Husband not employed	18.6	55.8	14.0	11.6
Employed women in one-parent families	17.0	58.0	13.6	11.4
Youngest 0-5 years	18.6	55.8	9.3	16.3
Youngest 6-17 years	15.6	60.0	17.8	6.7

NOTE: The total sample size is 1,084; percentages are based on weighted sample.

Table 2. Frequency of common types of work-family conflicts

[In percent]

Group	Excessive work time	Schedule incompatibility	Fatigue and irritability
Total sample	50.0	28.0	14.8
Employed husbands	59.1	20.4	8.8
Wife employed	62.8	22.4	10.9
No children	52.8	31.4	15.1
Youngest 0-5 years	65.8	42.1	10.5
Youngest 6-17 years	69.2	12.3	7.7
Wife not employed	55.8	18.6	7.0
No children	57.5	22.5	5.0
Youngest 0-5 years	53.1	19.8	7.4
Youngest 6-17 years	58.8	13.7	7.8
Employed wives, husband employed	38.7	38.7	27.4
No children	36.4	31.8	43.2
Youngest 0-5 years	26.4	41.5	26.4
Youngest 6-17 years	49.3	40.8	18.3
Employed female single parents	10.0	50.0	15.0

NOTE: The total sample size is 372; percentages are based on weighted sample among those experiencing moderate or severe conflict.

The characteristics most strongly and significantly associated with all work-family conflict were number of hours worked; frequent overtime; the work schedule, particularly the afternoon shift; and physically or psychologically demanding work. Having to work with an irregular starting time, having low control over whether one works overtime, and having little flexibility to change one's work schedule or take time off from work for personal or family matters were also significantly associated with work-family conflict, though to a lesser degree. This pattern of correlates of work-family conflict is intuitively plausible. Interestingly, being self-employed, holding a second job, and time spent or problems experienced in commuting to work were unrelated to conflict.

The three types of work-family conflict also had an expected pattern of correlates. Reporting that excessive work time interfered with one's job and family life was related to excessive hours spent working, as well as to the frequency of overtime and number of hours worked. Schedule incompatibilities between work and family demands were uniquely related to afternoon, evening, and irregular work shifts. Reporting that fatigue and irritability generated at work interfered with family life was associated with describing one's work as physically or psychologically demanding.

The analysis of specific types of conflict reveals certain unexpected correlates as well. The various job characteristics concerning overtime were not associated with reporting schedule conflicts between work and family, although they were associated with perceiving excessive time at work as causing problems for the family. It may be that workers subject to overtime, particularly men, perceive its effects on their families less in terms of disrupting their families' schedules and more in terms of simply taking time away from their families.

Holding a job which makes high physical or mental demands was associated not only with perceiving work-generated fatigue and irritability as causing problems for the family, but also with reports of excessive time spent at work. In these workers' descriptions of their work-family problems, it may be that the boundary between saying that their job makes them tired and that they work too much is a subtle one: having a demanding job can produce either.

Surprisingly, inability to alter one's schedule or to take time off was unrelated to workers' reporting schedule conflicts between work and family life, though it is related to the two other conflicts. Other evidence indicated that the majority of workers in the survey felt their work schedule suited them.[5] Having a schedule that cannot be easily changed caused problems only if the schedule was unsuitable to begin with. When such a schedule did cause problems for the family, workers perceived these problems as their working too much or their job leaving them too tired, rather than in terms of conflicts with the schedules of other family members.

Correlation with overall satisfaction

When work-family conflict occurs, does it have any consequences? One kind of evidence on this point concerns the relationship between reports of conflict and measures of workers' satisfaction with their jobs and family life, and their satisfaction with life in general. Table 3 shows the correlation coefficients between these measures[6] and work-family conflict. Workers who said their job and family lives interfered with each other reported significantly lower satisfaction with both their jobs and their family life. They also reported significantly lower contentment with life in general.

The three specific types of work-family conflict had the same correlates, with one important exception: perceiving one's work time as excessive and interfering with family life was not associated with diminished family satisfaction. To reduce workers' satisfaction with their family life, time at work has to do more than simply take the worker away from the family; it has to conflict with others' schedules or leave the worker tired.

MINIMIZING CONFLICTS between work and family life can be only one of many goals in the design of work schedules. Just as working conditions which may be desirable for employers or workers may reduce family well-being, working conditions that reduce work-family conflicts may be costly in other ways. The survey results do not suggest that working conditions be changed in any particular way to benefit the family; rather, they show that the scheduling and demands of work do affect workers' lives, and imply that these effects should be examined, together with other factors, when policies about working conditions are considered. ☐

Table 3. Correlation coefficients between work-family conflicts and job characteristics and satisfaction

Job characteristics and satisfaction	Work-family conflicts			
	All conflicts	Excessive work time	Schedule conflict	Fatigue and irritability
Job characteristics				
Main job hours[1]	[2]0.24	[2]0.27	–0.02	0.01
Total job hours[1]	[2].25	[2].30	–.02	.03
Day shift[3]	[2]–.19	[4]–.07	[2]–.21	.03
Afternoon shift[5]	[2].13	.02	[2].22	–.01
Night shift[6]	.05	.00	[2].09	–.02
Irregular shift	[4].07	.01	[2].11	.03
Overtime frequency[7]	[2].13	[2].11	.03	.04
Overtime hours[7]	.10	[2].18	.01	–.05
Low overtime control[8]	[4].09	.07	.10	–.04
Schedule inflexibility[9]	[2].12	[2].09	.03	[4].07
Work demands[10]	[2].25	[2].19	.03	[2].15
Self-employed	.00	–.04	–.04	[4]–.08
Second job	.01	.07	.01	.02
Commuting time	–.04	–.05	–.02	–.02
Commuting problems	.05	.00	.00	.06
Satisfaction				
Job satisfaction	[2]–.19	[11]–.08	[11]–.09	[2]–.11
Family satisfaction	[2]–.15	–.02	[2]–.10	[11]–.08
Life satisfaction	[2]–.18	[2]–.10	[2]–.10	[11]–.09

[1] Per week.

[2] Significant at 0.001.

[3] Jobs with regular starting times between 3:30 and 11:59 a.m. (90 percent of which had starting times between 6 and 10 a.m.)

[4] Significant at 0.05.

[5] Jobs with starting times between noon and 5:59 p.m.

[6] Jobs with starting times between 6 p.m. and 1:30 a.m.

[7] Overtime frequency was classified by workers as occurring "never," "sometimes but less than weekly," or "weekly or more often," and assigned values of 1, 2, and 3.

[8] Low overtime control was assessed by an index of items concerning whether the worker or employer decided whether the worker put in overtime hours, and whether the worker could refuse overtime without penalty.

[9] The schedule inflexibility index is constructed from items concerning difficulty in changing work days, in changing work hours, and in taking time off from work for personal or family matters.

[10] The work demands index was based on the physical effort required by one's job, whether the job required one to work fast, and whether the job required one to work hard.

[11] Significant at 0.01.

NOTE: The sample size varies from 942 to 1084. Correlations are Pearson's r or point-biserial correlations.

FOOTNOTES

This report is condensed from one submitted to the Assistant Secretary of Labor for Policy, Evaluation, and Research under contract No. [illegible]-19. For a general summary of the survey's results, see Graham L. Staines and Robert P. Quinn, "American workers evaluate the quality of their jobs," *Monthly Labor Review*, January 1979, pp. 3–12.

[2] Information on the sample drawn for this survey appears in Robert P. Quinn and Graham L. Staines, *The 1977 Quality of Employment Survey* (Ann Arbor, Mich., Survey Research Center, 1978), Ch. 2.

[3] The other 4 general categories were time (not further specified), schedule uncertainty, work travel, and vacation-related problems. The category "time" was reported by 14 percent of workers with moderate or severe conflict; the other categories were evident in fewer than 5 percent each.

[4] Further details are in Joseph H. Pleck, Graham L. Staines, and Linda Lang, *Work and Family Life: First Reports on Work-Family Interference and Workers' Formal Childcare Arrangements, from the 1977 Quality of Employment Survey* (Wellesley, Mass., Wellesley College Center for Research on Women, 1978).

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[7] Quinn and Staines, *The 1977 Quality of Employment Survey*, pp. 82–86.

[8] Job satisfaction is based on items concerning satisfaction with both general and specific features of one's job. The family satisfaction index is based on items concerning how happy one's marriage is, how satisfied individuals are with their marriage, and how satisfied they are with their family life. Life satisfaction is based on the items "Taking all things together, how would you say things are these days? Would you say you're very happy, pretty happy, or not too happy these days?" "In general, how satisfying do you find the ways you're spending your time these days? Would you call it completely satisfying, pretty satisfying, or not very satisfying?" and 8 other items assessing specific feelings or words that can characterize a person's life (for example, full versus empty, and hopeful versus discouraging). Details on job and life satisfaction are in Robert P. Quinn and Linda J. Shepard, *The 1972–73 Quality of Employment Survey* (Ann Arbor, Mich., Survey Research Center, 1974), pp. 47–69. For family satisfaction, see Pleck, Staines, and Lang, *Work and Family Life*, pp. 15–16.

St. Paul Dispatch, May 4, 1982

Motherhood: Time more crucial than timing

Ellen Goodman

Boston

There they are, the harbingers of Mother's Day 1982:

An article in the paper warning about the problems of teen-age mothers. An ad for a television program warning about the problems of older mothers. A magazine piece warning about the problems of mothers in their 20s who try to raise a baby and a career together.

Sifting through these charming seasonal gifts of media mothering, I decided that the only years left uncovered by dire warners were the magical years between 1 and 10, and the wonder years between 60 and 90. But I also understood, finally, why the most common question about mother these days is not "why" or "whether" but "when."

Not long ago, young women on college campuses would stop visitors from the real world with an anxious inquiry: Can you balance career and family? Today the same people with the same anxiety are asking: What is the best time to have a baby?

The old issue, "juggling," has a new twist, "timing." The balance of work and children now hinges on the sequence.

There is a notion that if a woman can pinpoint and plan the "best time" to become a mother, then everything else will fall into place. If the key words in real estate are location, location, location, now the key words in mothering are timing, timing, timing.

Frankly, I have always been intrigued with the age gaps between mothers and children. Of my two closest friends, one is five years older than I and the other is five years younger. But among us, we have children who range from 25 years to four weeks old. The oldest girl has her own apartment, the youngest her own crib.

We are a walking sample of decisions. One of us had children first and career second. The next nurtured both from infancy, like twins. The youngest established her career first and had her children second.

There is no doubt in my mind that the planning and non-planning, the spacing and timing of our children made enormous differences in our lives. We were and are and will be different ages at our children's different ages.

So, the three of us share certain experiences in the time-study business. We know with certainty that a girl of 15 or 18 needs to have a mother and not be one. Beyond that we know about trade-offs. A new mother at 25 has more energy and less self-confidence. A new mother at 35 has a stronger identity and a weaker back. A mother who gives birth at 27 has more freedom at 45; a mother who gives birth at 35 had her freedom at 27.

But if asked to arrive at a consensus in the motherhood planning business we would all offer the practical, safe advice of the 1980s: Start a career first, a family second.

Yet at the approach of this Mother's Day, I confess to certain qualms. Not about whether the advice is good, but about why it's good. I wonder if too many women are trying to "fit" children into their lives at a convenient moment. Convenient for the work force, convenient for the status quo.

I admire their determination to follow a sensible life plan. Yet I wonder if this determination doesn't prevent them from rewriting the plan.

In the ongoing tension between family and work, we are constantly devising private solutions instead of revising the public ones. We work within the requirements of a make-it-or-break-it marketplace, instead of challenging them.

Does our adjustment now begin at conception? Is this a sign of our flexibility or the working world's rigidity? Is it our free choice or their choices? Is it our family planning or theirs?

I don't, I'm sorry to say, have a perfect alternative maternal schedule to propose for this Mother's Day. There are solid reasons to plan around the workalogical clock. Yet once a year, those of us who are already mothers should tip our hats to the truth. Ultimately children don't fit into a schedule. They expand it, complicate it, enrich it.

In the motherhood business, time is still more crucial than timing, timing, timing.

— *Boston Globe*

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EXERCISE A12

PARENTHOOD: TIME MORE CRITICAL THAN TIMING

1. Ways my children have expanded my schedule and my life:.

2. Ways my children have complicated my schedule and my life:

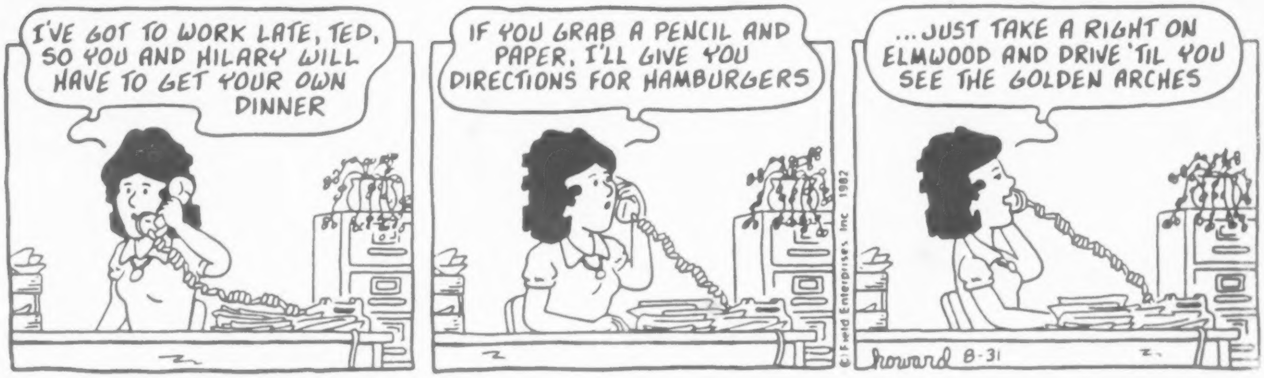
3. Ways my children have enriched my schedule and my life:

Developed by M. H. Jones

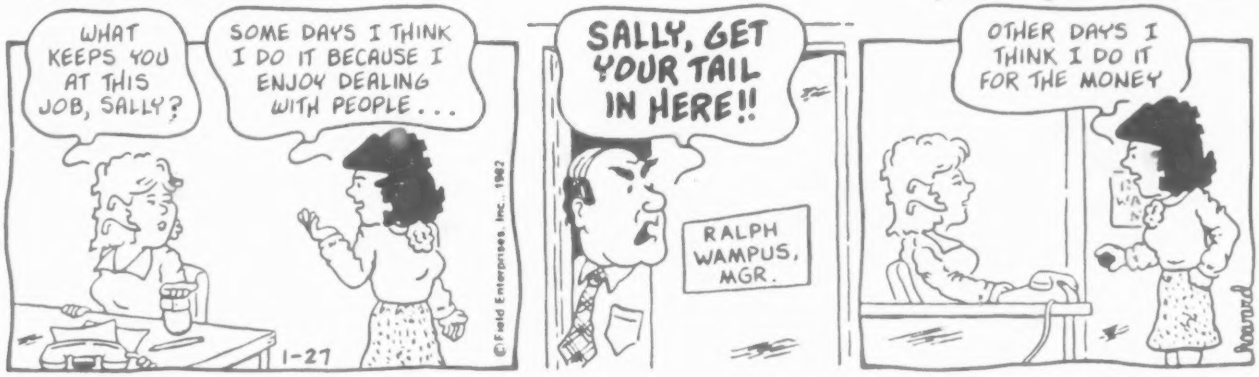
UNIT II

EXPLORING WORK-FAMILY LIFESTYLE

SALLY FORTH by Greg Howard


I'VE GOT TO WORK LATE, TED, SO YOU AND HILARY WILL HAVE TO GET YOUR OWN DINNER
IF YOU GRAB A PENCIL AND PAPER, I'LL GIVE YOU DIRECTIONS FOR HAMBURGERS
...JUST TAKE A RIGHT ON ELMWOOD AND DRIVE 'TIL YOU SEE THE GOLDEN ARCHES
©Field Enterprises, Inc 1982
howard 8-31

SALLY FORTH by Greg Howard


WHAT KEEPS YOU AT THIS JOB, SALLY?
SOME DAYS I THINK I DO IT BECAUSE I ENJOY DEALING WITH PEOPLE...
1-27
©Field Enterprises, Inc., 1982
SALLY, GET YOUR TAIL IN HERE!!
RALPH WAMPUS, MGR.
OTHER DAYS I THINK I DO IT FOR THE MONEY
howard

SALLY FORTH by Greg Howard

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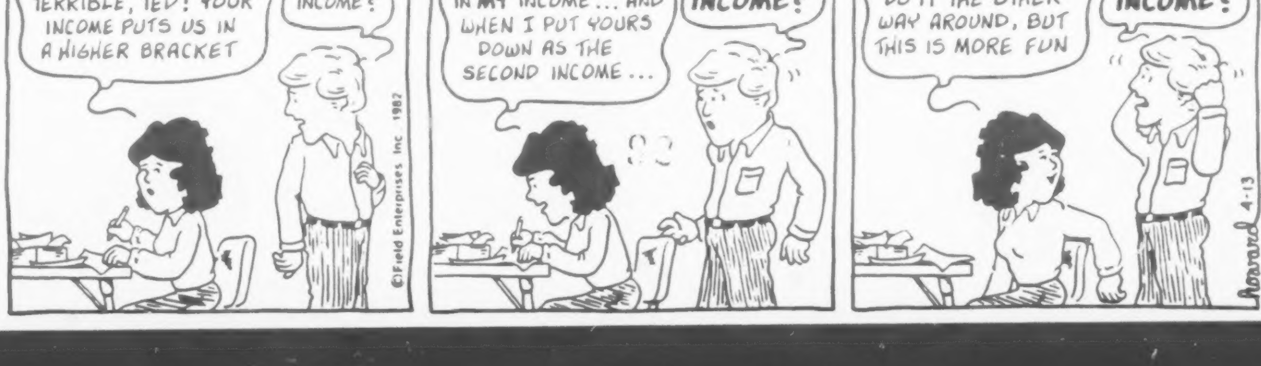

OUR INCOME TAXES ARE TERRIBLE, TED! YOUR INCOME PUTS US IN A HIGHER BRACKET
MY INCOME?
©Field Enterprises Inc 1982
SEE, FIRST I WRITE IN MY INCOME... AND WHEN I PUT YOURS DOWN AS THE SECOND INCOME...
SECOND INCOME?
OF COURSE, I COULD DO IT THE OTHER WAY AROUND, BUT THIS IS MORE FUN
SECOND INCOME?
howard 4-13

UNIT II: EXPLORING WORK-FAMILY ISSUES

PART B: FRAMEWORK FOR PARENTING AND WORKING

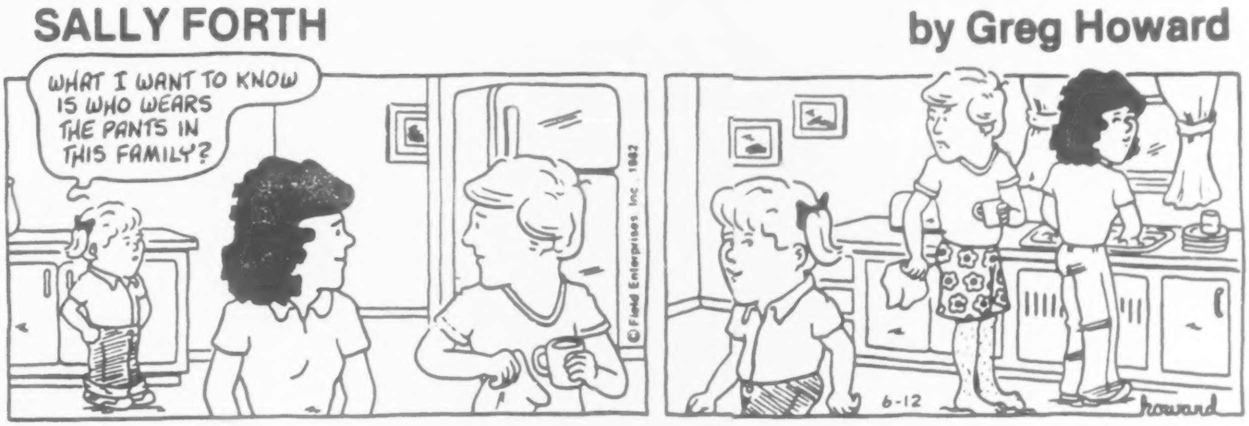
Content

1. Overview of Framework
2. Framework Components: Values, Goals, Rules, Authority, Listening and Speaking Skills, Problem Solving Skills, Individual Differences.
3. Application of Framework for Parenting and Working to the Work Setting.

Objectives

Participants will:

1. Be given an opportunity to consider a Framework for Parenting and Working.
2. Recognize and analyze the Framework components as employees and parents.
3. Apply the Framework to interactions that take place at the worksite.


SALLY FORTH
by Greg Howard
WHAT I WANT TO KNOW IS WHO WEARS THE PANTS IN THIS FAMILY?
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6-12
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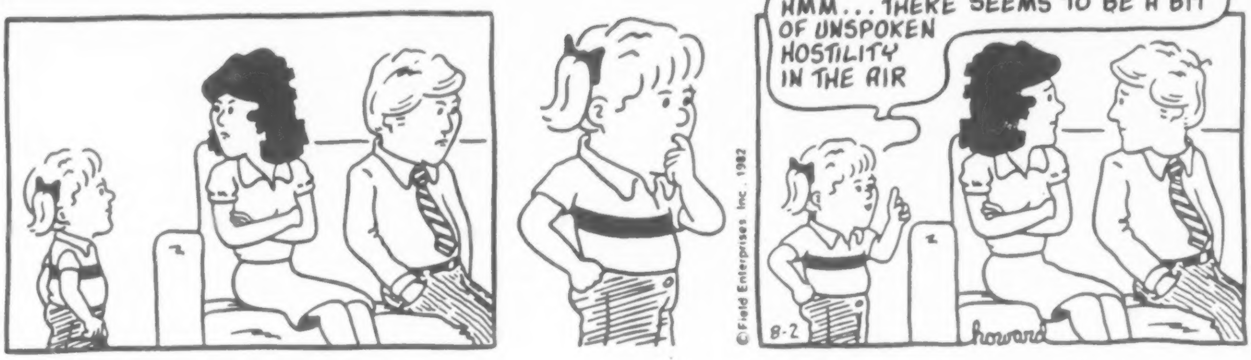
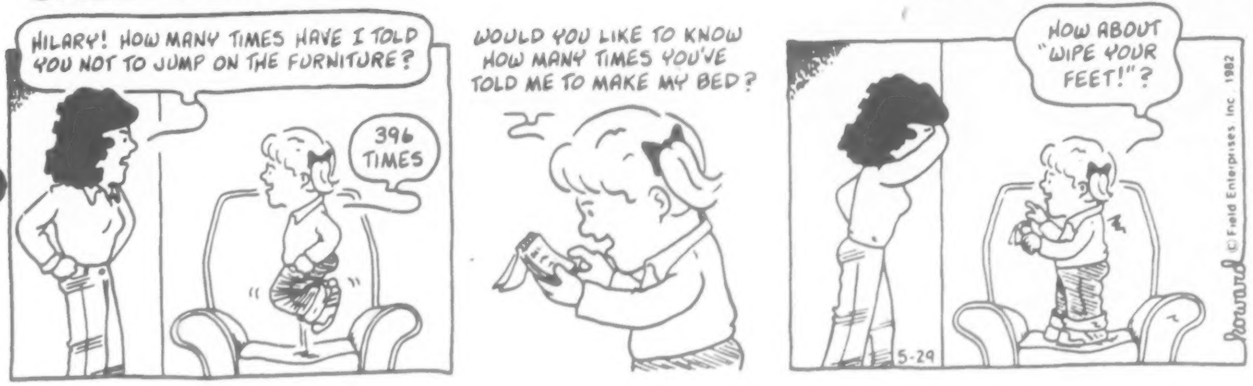
SALLY FORTH

by Greg Howard


© Field Enterprises, Inc., 1982
HMM... THERE SEEMS TO BE A BIT OF UNSPOKEN HOSTILITY IN THE AIR
8-2
howard

SALLY FORTH

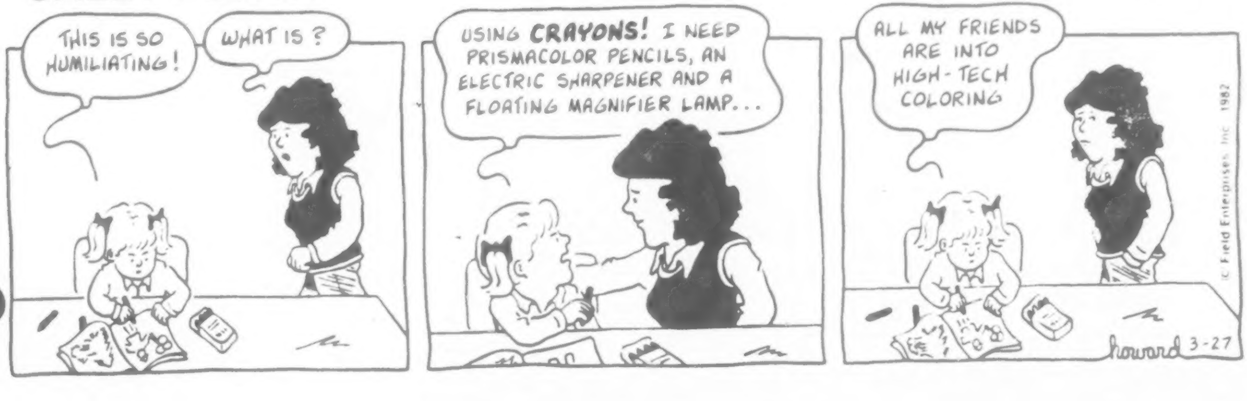
by Greg Howard


HILARY! HOW MANY TIMES HAVE I TOLD YOU NOT TO JUMP ON THE FURNITURE?
396 TIMES
WOULD YOU LIKE TO KNOW HOW MANY TIMES YOU'VE TOLD ME TO MAKE MY BED?
HOW ABOUT "WIPE YOUR FEET!"?
© Field Enterprises, Inc. 1982
howard
5-29

Release Saturday

SALLY FORTH

by Greg Howard


THIS IS SO HUMILIATING!
WHAT IS?
USING CRAYONS! I NEED PRISMACOLOR PENCILS, AN ELECTRIC SHARPENER AND A FLOATING MAGNIFIER LAMP...
ALL MY FRIENDS ARE INTO HIGH-TECH COLORING
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Content

I. Overview of Framework for Parenting and Working.

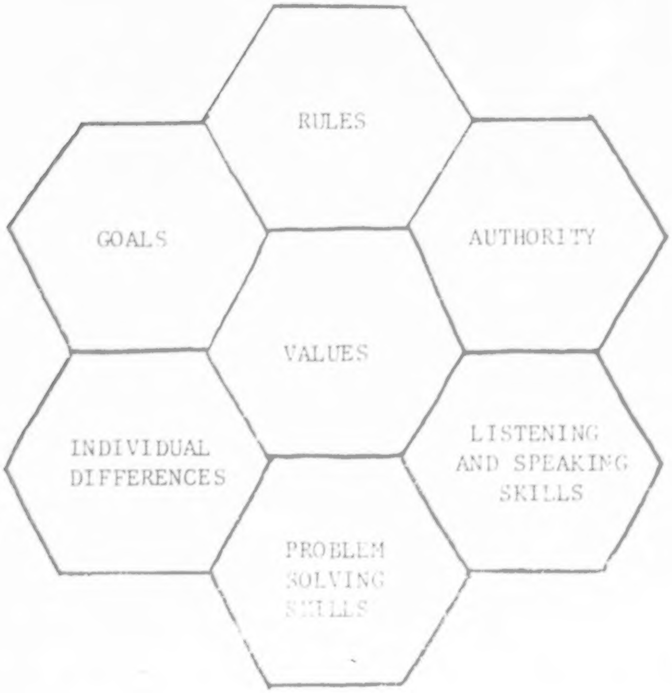
In order to understand ourselves and our families, it helps to have a clear idea of what our values are (what is important to us) and what our goals are (both for now and for the future). Our values and goals influence how we conduct our lives and raise our children. When we know what they are, we can make choices so that how we use our time reflects what is important to us.

Values and goals plus five additional factors (rules, authority, listening and speaking skills, problem solving skills and individual differences) form a Framework for Parenting and Working. Whether we think about them consciously or not, they are active in the relationship within a family and at work.

Application

The instructor has drawn the figure below without the words drawn in on a board or easel before the class begins. The instructor presents the Framework to the group and fills in the configuration on the board as each factor is considered. Group members fill in names of factors on their outline.

The Framework is presented to the group from the viewpoint of how it applies to families. Group members contribute thoughts and share examples to illustrate the factors as each is discussed.



Note to the Instructor: The instructor may add ideas for each factor from the Information for the Instructor pages. This information is centered around parenting; the instructor will need to develop it further for application to the individual and work. (See handout B2, Applying the Framework to Work.)

Resources

Handout B1 : Framework for Parenting and Working (Participants copy)

Content

2. Framework Components

A FRAMEWORK FOR PARENTING AND WORKING

Information for the Instructor

Information about the Framework is contained on these pages, one page used for each factor so that personal notes can be added as it is used.

VALUES _ Parents are more effective when they know what they value for themselves and how those values influence their goals for their children. If parents clarify their goals and values, it gives them the opportunity to bring their actions in line with their beliefs. Children learn through watching and imitating their parents' behaviors.

1. Values are beliefs or attitudes that motivate people to follow certain patterns of behavior or styles of living.

2. Values are concepts each person feels are important for him/herself and possibly for humanity as a whole.

3. Values are often based on religious beliefs.

4. A value is an ideal, but because we are human, we may not always live up to these high ideals.

5. Values are completely individual. The attitudes and behaviors that are important to one person may be unimportant to another.

6. People will seek out other people or groups of people who share their values.

7. Members within a group (family, work, social) may hold conflicting values. When parents and children have different values (e.g. neatness vs messiness), conflict may be present.

8. Values may change as people grow. Some values become less important as other values are incorporated into their lives. Some basic values may remain fairly constant throughout one's life.

9. Values may change with time. Change occurs with both personal beliefs and with the traits you value in your children. Parents' expectations for children change as they grow older.

10. Personal values can conflict with other personal values, (e.g. frugality vs generosity). Conflicting values create confusion for small children if they are not clarified. For example, you cannot hold truth as a value and then ask your child to tell someone on the phone that you are not home. Conflicting values may also cause stress for adults, for example, when a mother values her role as homemaker but also needs and/or want to work.

Content

GOALS - Parents need to consider what they really want for their children, what character traits, values and skills they want their children to attain.

1. The Framework words the questions to reflect the children's own feelings. That is different than wording the questions to reflect how we want to feel about our children (e.g. proud), or how we want others to feel about them (e.g. impressed). There is a difference between putting the emphasis on feeling good about yourself, or relying on other people's opinion of you.

2. In addition to goals we have for our children concerning how they feel, we have more specific goals (attending college, joining the family business, marriage and providing us with grandchildren).

   Sometimes parents hope that their children will attain concrete goals they had for themselves at one time but were not able to achieve (being a dancer, higher education or training, traveling).

3. Parents have both long term and short term goals for their children.

   a. Long term goals have to do with the kind of adults we hope our children become.

   b. Short term goals deal with the present and often are for the parent's convenience. Parents want a particular kind of behavior to start, stop or change.

   c. There is often a conflict between the long term and short term goals parents have for their children (e.g. independence vs obedience).

4. The goals we have for our children, both how we want our children to feel about themselves and our more specific goals for them, will affect the rules that a family has.

Content

RULES - A family is a dynamic system and therefore rules of a family are not static. There are many factors that influence what rules are chosen and followed in a family. Rules are important guides to behavior for all family members, and they serve to prepare children to live in society.

1. Each parent in a family brings a set of expectations and rules from his/her family of origin (the family you grew up in).

2. Rules in a family will change as the members of the family change and grow and leave home.

3. Rules will change if circumstances change in the family (e.g. change in level of income, divorce or re-marriage, death of a member, moving).

4. Personality and individual temperament of family members affect rules (e.g. acceptable noise level, need for order and neatness).

5. Variations in life style affect rules (e.g. whether home is rented or owned, chronic illness in the family, suburban vs urban vs rural).

6. Changes in society (e.g. non-sexism) and influence of mass media affect rules.

7. There may be separate rules for adults and for children.

8. Children in the family affect rules:
    - number of children
    - sex of children
    - age span
    - handicapped child

9. Rules can be flexible or rigid (special circumstances can or cannot affect them).

10. Rules may be enforced consistently or inconsistently (daily mood changes of parents and/or children affect this).

11. Religious beliefs can affect rules.

12. Effective parents share their family rules with confidence and conviction.

13. Rules may be arrived at through consensus in some families.

14. When a family conflict occurs, it is often because an implicit or silent rule has been broken. Such conflicts can help make implicit rules explicit.

Content

AUTHORITY - Styles of parenting can usually fit under three categories:

1. *Authoritarian* - Parent plays a power role and makes all the rules. Rules are enforced by reward or punishment. Obedience is valued as a virtue. Parent attempts to shape, control and evaluate the child's behavior in accordance with a set standard of conduct. Parent does not encourage verbal give and take, believing that the child should accept his/her word for what is right.

2. *Permissive* - Child does as she/he pleases, regardless of parent's needs. Parent attempts to behave in non-punitive , accepting and positive manner. Parent makes few demands for orderly behavior. Parent allows child to regulate his/her own activities as much as possible. Externally defined standards are not important. Parent attempts to use reason and manipulation, but not control and power, to accomplish her/his ends.

   Authoritative - Parent shares with the child the reasoning behind her/his policy which provides the child with additional information to help him/her understand parent's instructions. This functions as the basis for the development of values in the child. Parent encourages verbal give and take and considers the child's objections. She/he exerts firm control at the point of parent/child disagreement, but does not hem a child in with unnecessary restrictions. Parent recognizes own rights as an adult, but also recognizes the child's individual rights, interests and special needs.

4. Other factors to consider that influence authority are:

   a. *Some* parents *may* be more authoritarian when their children are younger and become more permissive as their children grow older, whereas *other* parents *may* be more permissive with younger children and become more authoritarian when their children approach adolescence.

   b. In issues of health and safety, parents are more authoritarian (e.g. no choice about playing in the street or going to the doctor).

   c. Stress or special circumstances can cause a shift to either more authoritarian or permissive.

Content

LISTENING AND SPEAKING SKILLS

1. Communicating involves three parts:
    - a person sending a message
    - the message
    - a person receiving the message

   There is no guarantee that the message sent is the message received.

2. The message has two parts:
    - content, what the person is saying
    - feelings of the person speaking

   Many times "content" is verbalized and "feelings" are expressed through body language.

3. Listening (receiving the message) requires a person's focused attention without interrupting or judging the speaker.

4. "Active Listening" means that the listener reflects back to the speaker what he/she heard the speaker say and the feelings he/she heard or saw expressed.

5. Communicating can be both verbal (spoken) and non-verbal (body language and facial expressions). If the spoken message is not congruent with the body language message, probably the body language message is more real than the spoken. The person receiving the message is confused.

6. Communicating can be one-direction (in authoritarian families it is from parent to child, or "Children are to be seen and not heard.") or it can't be two-direction (a dialogue and more often used in the authoritative family).

7. Very young children have a larger receptive vocabulary than expressive. They can understand more that is said to them than they can verbalize. They need help in expressing their feelings. Parents can help them by naming their feelings ("You are sad because Mommy is leaving.").

8. Young children do not understand sarcasm and take what is said literally.

CREATIVE PROBLEM SOLVING SKILLS

1. There are several reasons why some parents don't think children should have a part in making decisions or solving problems:
    a. They are not old enough or experienced enough.
    b. They might make a wrong choice and more problems would result.
    c. You can't trust children to make choices that are best for them.
    d. It takes too much time.
    e. It is the parent's responsibility and/or right to make decisions.
    f. It gives children security to be told what to do.
    g. Parents lose control if children make decisions.

2. Families using problem solving skills see conflict as a problem to be solved rather than as a power struggle. Parent and child together work for a solution that is acceptable to both.

3. Children may come to parents for advice about problems but reject solutions parents give too quickly and easily. It is better for parents to act as a sounding board (by using listening skills) to help children search for and find their own solutions.

4. Parents can help children understand consequences of choices they might make. One phrase they can use is, "What do you think will happen if...."

5. If a parent's goal is to have children become independent, responsible adults who can make decisions for themselves, then parents have to:
    a. Give children choices (that are acceptable and appropriate)
    b. Allow children to make decisions
    c. Let children help solve problems in the home

6. Problems cannot be solved in the midst of a power struggle or when people involved are upset or angry. A time should be agreed upon when the problem can be resolved in a rational way that is acceptable to everyone.

7. There is a technique for problem solving. Another chapter in this curriculum, Creative Problem Solving, presents this topic.

    1. Identify the Problem
    2. Gather information
        Relevant Facts
        Personal Opinions and Feelings
    3. Generate Possible Courses of Action
    4. Compare Alternatives
    5. Choose One Alternative and Try It
    6. Evaluate

Refer to Unit III, Part C in this curriculum for further information.

INDIVIDUAL DIFFERENCES

1. Some individual differences which will affect a family:

   a. Each parent in a family contributes his or her own set of values and expectations, some learned in his or her family of origin and others chosen as they matured.

   b. Each family member has an individual sense of self-esteem which can be high or low and can change over time.

   c. Different ages and stages of development are represented.

   d. How the stages of development of the children fit with the stages of development of the parents (a 4-year old, a teenager and a parent in a mid-life crisis may all be working on similar developmental tasks of independence).

   e. If the individual personalities or temperaments of the children are harmonious with those of the parents (a family with very active children and very quiet parents may have more problems than if both are active or quiet).

   f. The family structure: single parent, two-parent, blended, extended, with young children, school-age, teenage or young adult.

   g. The cultural and religious background of the family.

   h. Where the family lives within the United States, with its wide variation of climate and topography, local standards of behavior, ethnic groups, rural vs urban, etc.

2. Individual differences can be used to advantage in dividing family responsibilities. There is no written rule that only males do outside yard work and only females do inside housework. Different family members may prefer doing different chores and assignments can be made on that basis.

Content

It is possible to apply the concepts in the Framework to real families through the use of films. The films suggested are part of the Exploring Childhood materials from Educational Development Center. There are two major differences between these films and other educational films:

a. There is no narration telling you what to see.
b. They are not intended to be good or bad examples but are case-study material.

The films are a slice-of-life showing a period of time in the lives of real families as they interact. Each film shows the values, customs and caregiving styles of a family with a four-year-old child, at home during a mealtime. All the films are black and white. Suggested films are:

a. Rachel At Home (11 minutes) - This is a white, urban professional family preparing breakfast. Family members are father, mother, 4 year old Rachel and a baby sister. It is breakfast time.

b. Michelle At Home (10 minutes) - The father is a lobster fisherman. The film follows the family through one afternoon. Family members are father, mother, 4 year old Michelle and a 5 year old brother.

c. Jeffery At Home Jeffrey (11 minutes) - This is a midwestern white family. Film shows a mother, 4 year old Jeffrey, and his baby brother. It is breakfast time.

d. Howie At Home (13 minutes) - This is a black working class family living in a small north-eastern city. It is breakfast time. Film shows father, mother, 4 year old Howie and his older sister.

Application

Group members are asked to apply the concepts presented in the Framework by viewing a film.

Discussion of the film can follow these steps:

1. Relate the facts: What activities were the family members doing? Where and when did they take place?
2. Make inferences based on the facts: What were the motivations and feelings of the family members?
3. Interpret the facts and inferences in terms of the concepts in the Framework:
   What values were evident?
   What goals did the parents seem to have for the children? long term? short term?
   What were some family rules?
   Did you see any instances in which authority was expressed?
   How were listening and speaking skills used?
   Did any problems arise? How were they resolved?
   What individual differences were represented?

It is helpful to have paper to jot down notes while the film is being shown.

Resources

Films: available from
Minnesota Curriculum
Services Center
3554 White Bear Ave.
White Bear Lake, MN
55110
(612)770-3943 or
800-652-9024

Content

3. Application of the Framework to the Work Setting

It is equally appropriate to apply the Framework to the personal dynamics of the worksite. These seven factors are all in operation within an organization with employers, employees and co-workers.

Application

- The instructor may distribute the handout to the group. The group discusses how the concepts of the Framework are in operation at their worksite.

Note to Instructor: The discussion is meant to help group members become aware of and analyze patterns of interaction at work and is not meant to be judgemental of the employer or organization or to resolve problems. There is a danger that the discussion can become merely a "gripe" session.

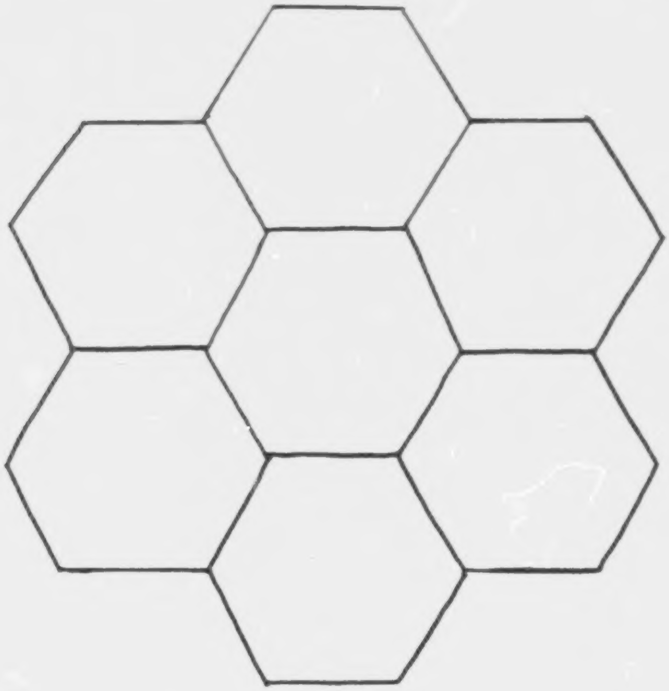
Resources

Handout B2: Applying the Framework to Work

HANDOUT B1

A FRAMEWORK FOR PARENTING AND WORKING

This Framework is to help understand the factors, each related to and dependent on each other, that, consciously or not, are active in parent/child relationships and in work relationships.



VALUES is the core component of the Framework. Values influence all the other factors of the Framework. Values are beliefs and attitudes that influence our thoughts and behavior. Some values may change over time.

It is important that parents are clear and consistent about what they value and what priority they put on their values. Most grown children will adopt family values if they have been clearly and consistently demonstrated and talked about. We must practice what we preach, and preach what we practice.

GOALS for parenting - What do I really want for my child?
Ask yourself these questions:

1. How do I want my child to feel about her/himself?
2. How do I want my child to feel about me?
3. How do I want my child to feel about her/his relationships with others?
4. How do I want my child to feel about her/his capabilities (strengths and weaknesses)?
5. What are some concrete goals you have for your children?
6. Do these concrete goals reflect some of your values and/or some unresolved goals of your own!

Goals reflect values and determine rules.

RULES teach children appropriate behavior and reflect family values and goals.

Rules deal with the logistics of a family sharing space and time.

Rules can be spoken or they can be silent.

Rules change over time.

AUTHORITY - This is an area of power and control and respect.

1. Authoritarian control requires obedience.
   Therefore the parent has all the power.

2. Permissiveness confuses giving in with respect.
   Therefore the child has all the power.

3. Authoritative is a way to include respect with power and control. Parents are primarily concerned with each family member's wants and needs.

LISTENING AND SPEAKING SKILLS

If positive self-esteem and mutual respect are part of the family value and goal system, then all the persons involved will find it necessary to develop skills of both clear speaking and careful listening.

Some parents do a lot of speaking, but are no doing much listening. Other parents listen to other people, but never share their own feelings or ideas.

CREATIVE PROBLEM SOLVING

Problem solving, if it is to be consistent with considering each family member's wants and needs, takes time and energy.

It is related to listening and speaking skills.

It requires the involvement of all family members.

INDIVIDUAL DIFFERENCES

Each member of a family is a unique individual with special wants and needs as a result of the following variables:

1. Age and Stage of Development - Age of Stage of Development progress for all people from birth to death. It is a continuous, life-long process. Reaching adulthood does not mean that development is "complete."
2. Personality or Temperament - People seem to be born with a personality or temperament that may be fairly stable over life.
3. Life Experiences - Each member of a family has a history of different life experiences.

There is an interplay between all three factors, each affecting the others.

HANDOUT B2

APPLYING THE FRAMEWORK TO WORK

These seven factors are all in operation within an institution with employers, employees and co-workers. Use these questions to analyze patterns of interaction where you work.

VALUES

Are the values of your employer similar to or different from your personal values?

Are there conflicts? Do they cause stress?

GOALS

Does your employer have definite and well-defined goals for you to meet?

Do you set any goals for yourself at work?

RULES

What are some of the rules at work?

Do they help you do your work or hinder you?

Who decides what they are?

Can they be changed?

AUTHORITY

Have your worked under authoritarian, permissive or authoritative conditions?

Do you prefer being given specific directions for a job you must do, or do you prefer being told that a job must be done with freedom to decide how to do it?

Is there a conflict? Does it cause stress?

LISTENING AND SPEAKING SKILLS

Is communication one direction or two between supervisor and employee?

Do people listen to each other?

Does communication help you do your work or are misunderstandings common?

CREATIVE PROBLEM SOLVING SKILLS

How are problems solved? What steps are there?

Who is included in the process?

INDIVIDUAL DIFFERENCES

Do individual differences among co-workers and supervisors interfere with accomplishing work?

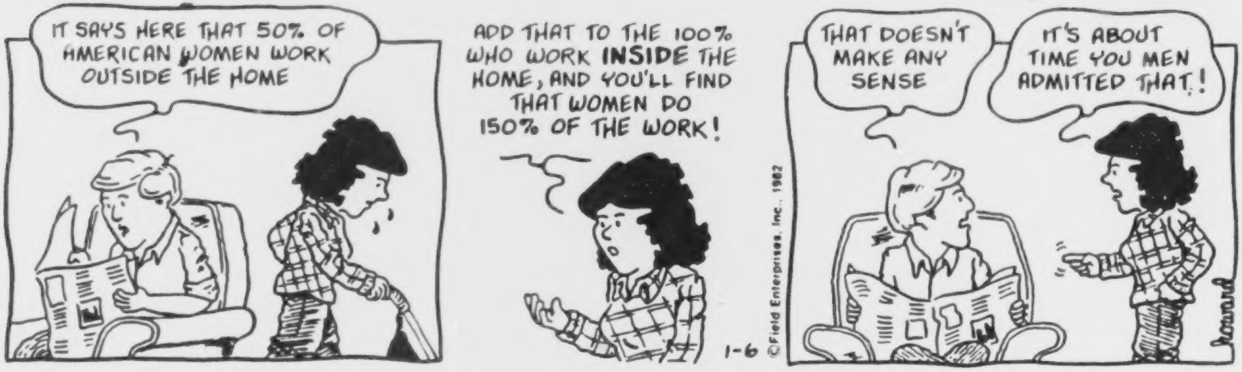
Are individual strengths used as assets? Do they complement each other?

Developed by M. Jones and C. Nirenstein.

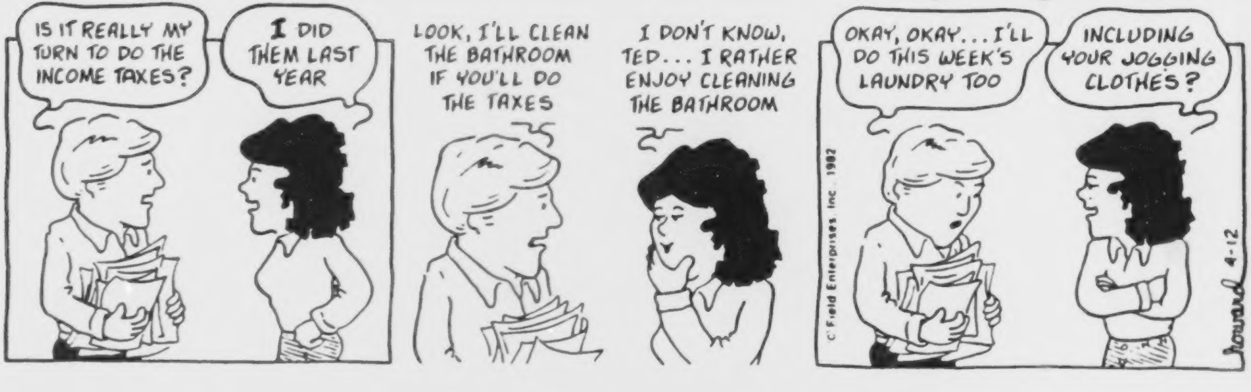
UNIT III

MANAGING THE WORK-FAMILY LIFESTYLE

SALLY FORTH by Greg Howard


IT SAYS HERE THAT 50% OF AMERICAN WOMEN WORK OUTSIDE THE HOME
ADD THAT TO THE 100% WHO WORK INSIDE THE HOME, AND YOU'LL FIND THAT WOMEN DO 150% OF THE WORK!
THAT DOESN'T MAKE ANY SENSE
IT'S ABOUT TIME YOU MEN ADMITTED THAT!
1-6
©Field Enterprises, Inc., 1982
Howard

SALLY FORTH by Greg Howard


IS IT REALLY MY TURN TO DO THE INCOME TAXES?
I DID THEM LAST YEAR
LOOK, I'LL CLEAN THE BATHROOM IF YOU'LL DO THE TAXES
I DON'T KNOW, TED... I RATHER ENJOY CLEANING THE BATHROOM
OKAY, OKAY... I'LL DO THIS WEEK'S LAUNDRY TOO
INCLUDING YOUR JOGGING CLOTHES?
© Field Enterprises, Inc. 1982
4-12
Howard

SALLY FORTH by Greg Howard

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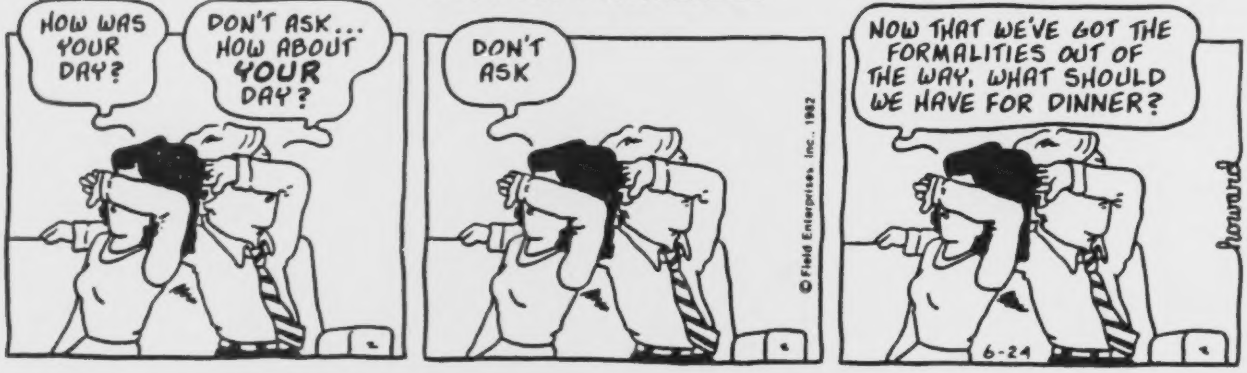
HOW WAS YOUR DAY?
DON'T ASK... HOW ABOUT YOUR DAY?
DON'T ASK
NOW THAT WE'VE GOT THE FORMALITIES OUT OF THE WAY, WHAT SHOULD WE HAVE FOR DINNER?
© Field Enterprises, Inc., 1982
6-24
Howard

UNIT III: MANAGING THE WORK-FAMILY LIFESTYLE

Part A: Examining and Managing Work-Family Roles

Content

1. Understanding Multiple Roles of the Work-Family Lifestyle
2. Interchangeable Roles: Strategies for Change
3. Role Myths and Facts about Women in the Labor Force
4. Superwoman - Supermom
5. Special Role Issues for Fathers
6. Reading Resources for Working Parents and their Children

Objectives

Participants will:

1. a. Identify their multiple roles
   b. Analyze their own work-family balance
   c. Understand the importance of balancing work and family roles
2. a. Understand what is involved in making role changes and how to carry out role sharing
   b. Analyze their time use, priorities, standards and expectations in regard to managing household responsibilities.
   c. Understand the concepts of self talk and affirmations and how they affect the management of the work-family lifestyle.
   d. Identify ways to change self talk to be more positive and productive at home and work.
   e. Identify their sources of social support, and understand how to maintain social support while undergoing changes.
   f. Identify their desired and actual family pattern from traditional to egalitarian.
   g. Learn about "Communication for Change" and apply the steps to a personal situation.
   h. Consider various approaches and rationale for role sharing.
3. Identify myths and realities regarding women in the workforce.

4. a. Identify characteristics of the "superwoman" or "supermom."
   b. Consider strategies for reducing and/or preventing the adverse effects of trying to be a "supermom."
   c. Understand the cycle of anger.
   d. Analyze their own anger patterns and consider strategies for change.

5. Identify the roadblocks that may prevent men from being more involved in role sharing.

SALLY FORTH
by Greg Howard
MY TEACHER SAYS THAT BY THE TIME I'M GROWN ALL THE OLD SEXIST STEREOTYPES WILL BE GONE
WHAT MAKES HER SAY THAT?
PROBABLY HER WOMAN'S INTUITION
VERY FUNNY
© Field Enterprises, Inc. 1982
5-4
howard

SALLY FORTH
by Greg Howard
HI, HONEY! WHAT'S FOR DINNER?
CAN WE DO THAT SCENE AGAIN? I THINK YOU READ MY LINE!
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2-9
howard

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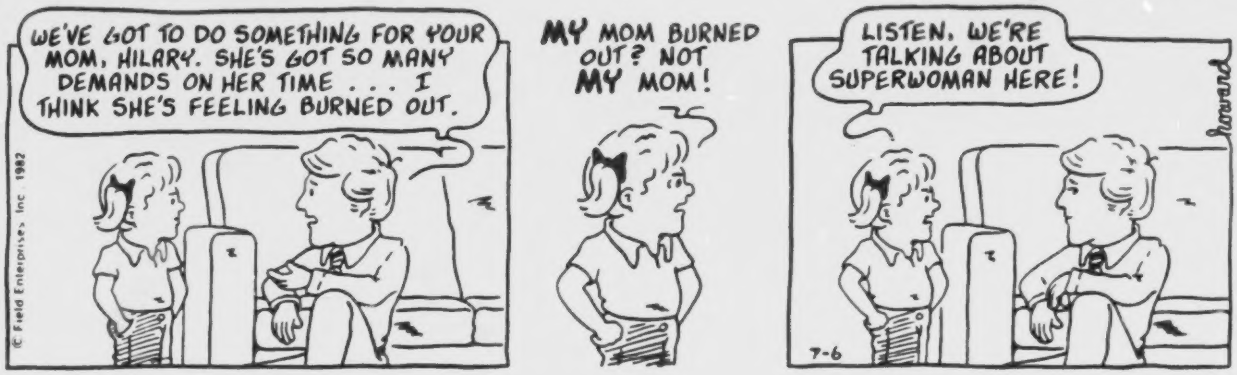
SALLY FORTH **by Greg Howard**


WE'VE GOT TO DO SOMETHING FOR YOUR MOM, HILARY. SHE'S GOT SO MANY DEMANDS ON HER TIME . . . I THINK SHE'S FEELING BURNED OUT.
MY MOM BURNED OUT? NOT MY MOM!
LISTEN, WE'RE TALKING ABOUT SUPERWOMAN HERE!
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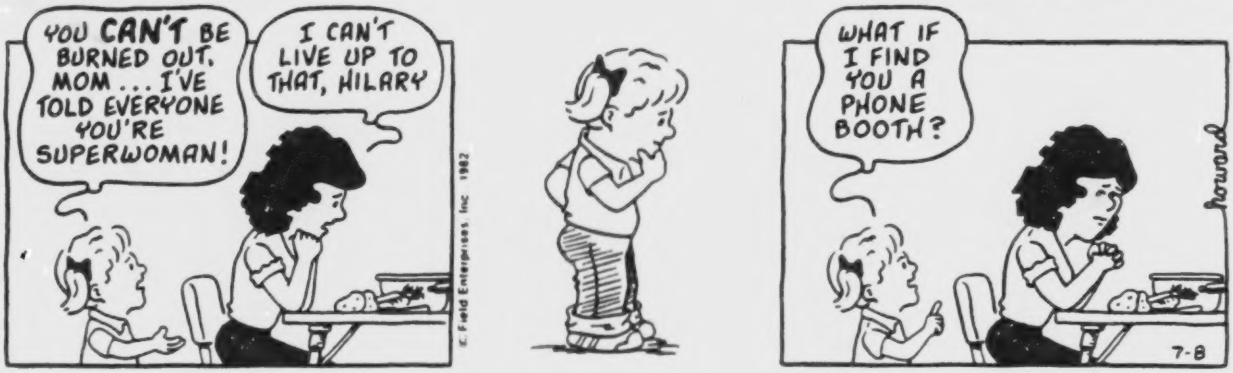
SALLY FORTH **by Greg Howard**


YOU CAN'T BE BURNED OUT, MOM . . . I'VE TOLD EVERYONE YOU'RE SUPERWOMAN!
I CAN'T LIVE UP TO THAT, HILARY
WHAT IF I FIND YOU A PHONE BOOTH?
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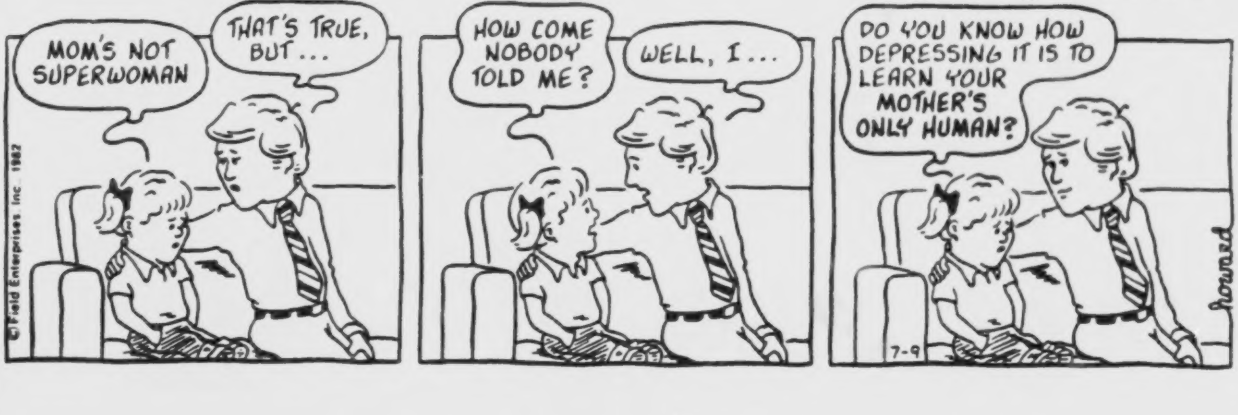
SALLY FORTH **by Greg Howard**


MOM'S NOT SUPERWOMAN
THAT'S TRUE, BUT . . .
HOW COME NOBODY TOLD ME?
WELL, I . . .
DO YOU KNOW HOW DEPRESSING IT IS TO LEARN YOUR MOTHER'S ONLY HUMAN?
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7-9
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CONTENT

1. Understanding Multiple Roles of the Work-Family Lifestyle.

Demands made on the employed parents' time and energy outside the home affect their self-concepts and the character of their relationships within the family. Many times women contribute to family income by working outside the home and try to retain the major responsibility for homemaking and childrearing as well. However, it is becoming increasingly difficult for both men and women to follow the traditional male-female role patterns which evolved when women were not working outside the home. In learning to manage the work-family lifestyle, one needs an understanding of multiple roles.

Our roles are influenced by two factors:

1. The demands, expectations, responsibilities and pressures that other people impose on us in any given role,
2. our own perceptions of what we think we ought to be doing to fulfill that role;

which together influence our behavior - how we actually act as we carry out that role. (Hall and Hall, 1979) The "building blocks" of our roles are the actual behaviors, tasks, activities, responsibilities, etc. that we perform. Thus, each role may include numerous bits of behavior all of which we want to and/or believe we are obligated to perform.

Over the years, many roles or tasks that are parts of roles have been allotted exclusively to males or females. The most outstanding examples of these traditional sex roles have been in the area of men as breadwinners, doing work away from home and doing the "outside chores" at home, with women taking on most of the child-rearing responsibilities and work inside the house. Working couples and single working parents are likely to feel "role-overload" with the increase in tasks associated with taking on more roles and responsibilities.

Readjustment in traditional roles is resulting in a good deal of domestic stress in the 1980s. Both men and women are experiencing "role expansion" (taking on more roles and sharing roles while continuing in old roles) as well as "role-overload" (too many roles and related responsibilities). Stress is bound to occur as more fathers and partners share the responsibility for household chores and childcare and as more mothers add part-time or full-time jobs outside the home. The move toward role flexibility is not easy because couples often feel they are "going against the grain." As some couples try out new ways to handle work and family responsibilities, they discover that deviation from traditional roles may be personally uncomfortable and may result in criticism and pressure from those close to them. The deviation puts them in a position of being at odds with their culture's prescriptions and their own "gender tension line," (their internal definitions of male and female role behaviors) which can activate ambivalent feelings within themselves.

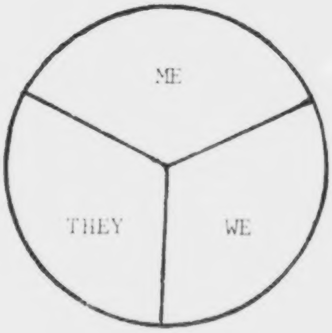
Content

Family Social Scientists have developed the term *egalitarian* (e-gal-i-tair-ian) marital relationships to fit the complementary, shared and expanded roles necessary for successful balancing of work and family. They use this term rather than *equalitarian*, meaning completely *equal*, the same. Few would support the idea that mothers and fathers need to or even would want to be exactly the same in what and how they contribute to family well-being. The egalitarian pattern facilitates the wife's working by altering the allocations of responsibilities within the family: husbands increase their participation and assume some of the domestic and child care responsibilities which customarily fall exclusively on wives. Thus, each marital partner has a significant role in both paid work and in family work.

Learning to make such adjustments is not easy. Re-allocation of tasks is likely to be most successful when each partner discovers and utilizes his/her strengths and interests. Even when the partner is *willing* to take on jobs formerly done by the other partner, communication and mutual support are needed.

The price for not making at least *some* role adjustments is high. It can affect "productivity" at home and work, and can lead to frustration and dissatisfaction with family life. The reward for awareness, communication and making some role adjustments is equally high - supporting productivity at home and work as well as increasing satisfaction with family life for many.

Each employed person must learn to balance the needs and responsibilities in his/her roles as an individual (ME) as a family member (or in significant relationships) (WE), and as an employee, or employer (or both) (THEY). Each area may be competing with the others for one's time and energy.



While these three major areas may not always be equally divided; for most people, over time, each area needs some time and attention. Most people find that there are times of imbalance related to the family life cycle or their job/career development, etc.

Consequences of being "out of balance"

"ME" - If too little attention is given to the individual's health, social and emotional needs, the individual is likely to feel angry or depressed. If health and stress problems are ignored, physical well-being may be threatened.

"WE" - If too little attention is given to one's family and/or other significant relationships, or if household management and parenting responsibilities are ignored, family relationships will deteriorate. Others may threaten or demand more attention, or may leave to find more rewarding relationships. Also, each of us beneifts from the support of close relationships. Ignoring our need to give and receive support (which requires time and attention) robs us of the valuable and rewarding family experiences we need to replenish our personal energy and self-esteem.

"THEY" - Too little attention given to one's work responsibilities may result in lowered productivity or even in being fired or having one's business fail.

Family members also have beliefs and expectations about how OTHER family members' "circles" should be divided. For example, if a family member is not taking care of himself or herself, others may become concerned. If a member is not attending to work responsibilities, or have become unemployed, others may put pressure on that member to change. At the other extreme: too much attention to work or other outside activities may also result in other family members feeling neglected if it continues over time.

Because time and energy are limited, most people must develop specific strategies for prioritizing and following through on a limited number of activities within each area. Regardless of how sensibly we diagram the way we would like to see these three major role areas in relation to each other, our choices have consequences and impact on others. Most dual employed and single working parents have become all too familiar with the idea of "trade offs" (behaviors, activities, responsibilities forgone in order to fulfill others).

Making a trade off means "selecting to spend time and energy on one activity over another, thus foregoing the other activity temporarily or permanently." The disadvantages or losses involved in foregoing an activity are called the "opportunity costs."

Application

Discuss with participants the content information presented. List the roles that make up each person's "role cluster" eg.:

Mother	Father	"We"
Daughter	Son	
Wife	Husband	
Housekeeper/ Home task worker		
Employee		"They"
Boss/Manager		
Group member (church, organizations, etc.)		
Individual (eg. sports enthusiast, gardener, writer, musician, book enthusiast, etc.)		"Me"

Take one role and list the "bits" - the tasks and activities that make up that role. (This information can be saved for some of the exercises in Part 2 - "Strategies for Change."

Show overhead (or handout) of the ME-WE-THEY circle. (May connect to exercise above). Discuss the three parts and have each person draw their circle as it is now. (This is not a clock, so sleep is not incorporated).

- How do the needs (or demands or responsibilities) of each area compete with the others? What "trade offs" have you made?
- How do we react to other family members' circles and how do they react to ours?
- Draw your typical "out of balance" circle
- How do you wish your circle was divided? (Point out that the more different this circle is from the one drawn "most of the time," the more frustration one is likely to be feeling.

Resources

Handout A1: "ME-WE-THEY Circle" developed by Joan Comeau. Resources: Hamilton McCubbin and information presented by Hall and Hall in the Dual Career Couple. (Use as handout or make transparency)

Application

Point out that periods of imbalance are inevitable (eg. a major project/deadline at work, an ill child, a special personal activity) but over time, all three areas must be addressed. (List examples of when one area must "give" because of higher demands in another area).

Note to teacher: It is helpful to develop anecdotes of situations you are personally familiar with (including your own) and draw out the "circle picture" as you give different examples that point out the consequences of imbalance and the benefits of balance, over time.

As a family exercise, each member can draw how they see other family members' circles and discuss how they compare with the way each member sees himself/herself. Members can also divide the circle the way they WISH another member's circle to look, to facilitate communication of expectations and a way to negotiate and/or encourage change. (More on this in Part 2).

- "Trade Offs"

Define term and discuss what trade offs group members feel they are making. Look at both "profits" and "losses." Are there ways profits can be increased; losses minimized?

Examples:

Father forgoes an offer to take a promotion involving a move to another city because his son is going to be a senior in high school and doesn't want to leave. (Trade off is family over career - may be able to advance in career in the future.

Resources

Handout A2: "Analyzing My Work-Family Balance" developed by Joan Comeau. (Use as handout, teacher can make transparency to present examples - or just draw on board)

Application

Examples continued:

Father has heart attack and consequently takes a lower pressure job that pays less. He also adapts a rigorous diet and exercise program. (Trade off is personal health over family financial comfort, personal health over family time, etc. Could father adapt exercise activities to involve family, eg. hiking instead of jogging alone?)

A working mother gives up her evening church circle meeting to spend time helping child with homework. (Trade off is family over personal time - may be able to rejoin later or find a way to fulfill herself through a Sunday school activity, etc.)

Instructor can discuss examples and list on board or overhead.

Profits (advantages/ benefits)	Losses (disadvantages/ drawbacks
1.	1.
2.	2.
etc.	etc.

Resources

NOTES:

Content

2. Interchangeable Roles: Strategies for Change

Some couples are finding that working through role issues and doing more role sharing has had positive results in their family life which in turn has had a positive impact on their work performance.

Other couples have discovered that one or both are unwilling to make changes, resulting in more conflict over the little details (eg. the messy house, a late meal) and more feelings of resentment by the partner who feels overburdened.

These role sharing and role change issues also impact on parent-child relationships as children of working parents are often encouraged and/or expected to share in household and personal responsibilities that were once carried out by a parent (particularly by mother, before she worked outside the home, but also by father, as his roles evolve in tandem with mother's changing roles).

Whatever stage or situation families are in with regard to roles and the tasks that go with those roles, coping strategies are needed: ways of handling conflict and frustration, ways to encourage communication and change, to establish priorities, to reevaluate standards, to change their own expectations of themselves and each other. Much of this curriculum is devoted to a variety of work-family management skills. In this unit, some of the management and communication issues most closely related to roles will be addressed.

The Need for Role Sharing

At the point that both partners or a single parent begins to work, the family's lifestyle changes. Whether those changes lead to a productive life-style both at home and work depends on how actively and effectively family members cope and manage the changes. A "reactive" approach, clinging to the way things used to be, is not productive and often not supportive of family relationships, individual self-esteem, or work and family satisfaction.

In her often quoted extensive time use research in the late 1960s, Kathryn Walker reported that the full-time housewives in her study were averaging 57 hours per week in "purposeful activity performed for providing the goods and services used by the family." Other national studies have confirmed this figure. But what about all the "time saving devices?" Studies show that while some may be (human) energy saving they aren't very time saving - the time is just spent differently. One study showed that homemakers now spend the equivalent of one full day per week on the road and in the store compared with less than two hours for women of the 1920s.

Content

Full time employed wives, the studies show, spend about one half that time trying to complete the same amount of work. Most (about 60%) admit they aren't doing it all. (But studies also show they often work faster and often more efficiently). They may also be more likely to get caught up in the task and feel frustrated when interrupted, eg. by children - and then feel guilty for not attending to the child's needs over mopping the floor.

These time studies of the late 1970s have reported that while husbands helped with some tasks around the house, they seldom took responsibility for an *entire* task and that they averaged about 1.6 hours per week. This figure did not change significantly for husbands of working wives. Of course, some husbands do more and are taking more responsibility with house and child care. Teens of working mothers in Walker's study averaged 2.7 hours of household work per week.

The above figures were reported by Caroline Bird in her book *The Two-Paycheck Marriage*. She suggests that in coping with "homemaking" tasks one doesn't have time for, one can 1) get someone else to do it (family member, hired help, etc.), 2) skip it (she says women in her study found that many things they had done for their families weren't missed - like cleaning the top of the refrigerator weekly, cleaning closets or ironing sheets) and that only two percent picked up their children's rooms - and that 69 percent *never* did the traditional "spring cleaning"), or 3) be more efficient (by planning, organizing, by dovetailing, and learning to use bits of time). Actually she says, a combination of all three is necessary.

THE PRIMARY PURPOSE OF ROLE SHARING IN FAMILIES IS TO PREVENT ROLE OVERLOAD FOR ANY ONE PARTICULAR MEMBER. Secondary benefits include gaining more empathy for other family members as we do "their" tasks, developing a broader base of skills, developing independence and giving children the benefit of nurturance from both mother and father. It is very important to realize that a simple redistribution of former role responsibilities without reevaluation of 1) priorities and 2) standards/expectations may result in simply shifting the overload from one person to another and important activities may still end up undone.

It is important to look at role sharing along with role changes in general, as elimination and reduction of tasks is an important related strategy. Also, not all role sharing is done between immediate family members. Extended family, friends and service providers in the community (child care, homemaker health aids, housecleaners, plumbers, electricians, painters, lawn services, etc.) are also resources for handling tasks that a family member has done in the past.

Application

- "Task List." Have participants make a list of all the tasks that are done in their family. (Good homework assignment). Without such a list it is difficult to have an overall awareness of what each person is actually doing or to explore priorities, role sharing, etc. Participants may want to take the list home and have other family members add to it. Grouping tasks by major function is also helpful (eg. meals: menu planning, grocery shopping, food preparation, clean up, etc.). The handout "Task List," a partial list of home-related tasks, may be helpful as a memory jogger. Indicating who is presently responsible for the task and how often the task is done will also help increase awareness and facilitate further planning.

Task	Who Does it?	How Often?

- Keep a time record of your activities for 4-7 days (be sure to include both work and nonwork days). Be as accurate as you can. Divide the activities into the categories of "Me," "We," and "They" as discussed in part 1 of this section. Within each category group activities into some categories such as:

Resources

Handout A3: "Task List Ideas"

Handout A4: "Time Record"
(See handouts and discussion in part 1 "ME"-"WE"-"THEY")

Application

Resources

"ME" - grooming/personal care
clubs and organizations, church, etc.
sports activities/exercise/fitness activities
quiet/relaxation time
time with friends (at home or work)
leisure activities, eg. reading (not work related), music, movie, TV, etc.
coffee breaks/lunch breaks

"WE" - household care and upkeep
meal related work
clothing care
outside care and upkeep
car care and upkeep
whole family togetherness time - time spent with primary focus on doing something and/or being together
time spent meeting needs of children (physical care, helping with homework, chauffeuring, reading to, playing with, etc.)
time spent with spouse (discussion, planning, sex, leisure activities, etc.)
financial management (paying bills, balancing checkbook, discussing financial plans/problems, etc.)

"THEY" - commuting
primary work responsibilities
"extra" tasks taken on or assigned
meetings
phone time
business outside primary work location

These categories are not all mutually exclusive. This exercise gives participants something to analyze and work with as they consider how to make changes in their lifestyle.

Application

Ask participants to analyze their time study information by noting the following:

- is this information consistent with your ME-WE-THEY analysis (if it was done in part 1).
- where are the problem areas for you (eg. out of balance, source of frustration, source of family conflict, source of work conflict, source of overload).
- in your "WE" (family) section what is your ratio of "task oriented" work time vs. "family relationship" time? Does some of that overlap? Are you comfortable with your ratio?
- which areas most need "re-tooling" - that is need to consider how changes could lessen role-strain and improve personal productivity at home and/or work?

"Role Sharing Strategies"

This is an overview handout that can be used to introduce a class or series of classes on role sharing.

If the time allowed for role sharing is limited, this is a good overview that touches on many practical points related to positive strategies in role changing efforts and can stand alone with some discussion.

Following are some discussion ideas for the instructor to supplement the handout. (Some items on the handout may not be clear without some explanation, examples, etc.)

General: What experiences have you had in trying to bring about role changes in your family? What methods on the handout or others not included here have led to positive changes?

Resources

Handout A5: "Role Sharing Strategies" developed by Joan Comeau

See also: "Working Families," a slide tape program based on this role sharing information. Produced by Bonnie Klein and Carolyn Dondelinger, Canby AVTI.

Application	Resources
1. When giving up a task or activity to someone else, clarify and/or negotiate details of the task or activity, eg. when it will be done, how much or how well it will be done. (This varies particularly on who you delegate or give the task to - spouse, child, payed help, etc.)	(Also see Unit III Part C: "Time and Energy Management" Handouts C17, C18, C20, C21 and related content on delegation in Part C Section 6)
- How can delegation be done effectively?	
- Break into pairs and role play, delegating a task using the ideas in strategy #1.	
- Have the group practice saying the "Principle of Delegation" aloud together. (Humorous to do, but effective - releases tension and allows for sharing of difficulties with delegating.)	Handout A6: "Principle of Delegation" (See #1 Handout A5 "Role Sharing Strategies") (Use as transparency or handout)
- Is it difficult to give up something that has been your responsibility? (share experiences) Examples: Grocery shopping: Giving it up may mean finding strange foods and strange brands on your shelf! Lawn care: Giving it up may mean it gets done less well than you do it - the weeds may thrive - or (heaven forbid) it may be done better than you did it. Bed time: Child may sleep in pajama tops and bottoms that don't match. Child may go to bed more cooperatively than for you!	
(Point out that we sometimes undermine after we delegate because it is hard to give up our "territory" and to accept someone else's way of doing it).	

Application

2. Do not treat your spouse the same as your children in regard to reallocating part of your old role: keep in mind that when husbands and wives see themselves as partners in managing this new lifestyle, role sharing goes more smoothly and marital relationships do too. Parents have more of a supervisory and teaching role to play with their children which must be taken into consideration as children take on new tasks that were once part of an adult's role. (See delegation principle above).

   - How does working out role sharing differ between spouse andchildren?

3. Clarify the difference between "helping out" and "taking responsibility" and decide which you want as you negotiate role sharing. When you "help out" the job still belongs to the other person and he or she is not relieved of the emotional burden associated with that part of his or her role. "Helping out" is great if that's what both agree upon (eg. "pitching in" to clean a child's room although it is generally agreed this is her job or pulling a few weeds with mom because she asked for help, or vacuuming out the car for a family trip even though car care is traditionally dad's job). Whether by choice or by assignment, "helping out" generally means not being obligated to follow through completely, or to do it routinely, or to notice when it needs to be done again.

   When one takes responsibility for an activity that was once part of someone else's role, thus actually expanding one's own roles to incorporate this new activity as a part of them, there is a sense of ownership and decision-making authority. (cont.)

Resources

(Handout A5 continued)

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Application

(cont.)
The person giving up that activity is no longer the "primary worrier" for doing that activity (task or job).

- Have participants identify which areas they want help with and where they want to give up responsibility.

- How does one "pass on responsibility?" (make a list on board).

- Point out that using the concept of "primary worrier" to help describe "taking responsibility" vs. "helping out" may help clarify the difference.

4. "Do Unto Others." When someone shares a role with you (eg. meal-preparer or yard care person) be helpful and allow a transition time. Also, just because that person used to relax or play while you prepared, served and cleaned up a meal or got out equipment, mowed, raked and put it all away does not mean that you should ignore the possibility of "helping out" (without being the "primary worrier") when someone else takes on that responsibility. (What do you want? - revenge, or a new, more productive family life style?)

- Have you tried out a task from someone else's "territory"? What happened?

- How do you feel about "turn about is fair play" when it comes to role sharing? (Point out that it is not always necessary to help out when giving another one of your tasks - only if it seems helpful. In some cases it could be a negative intrusion. Thus, we have to use judgment and check it out with the other person.

Resources

(Handout A5 continued)

Application	Resources
5. Be aware that the skills needed to maintain a household are not sex linked. Teach your children a wide variety of both traditionally male and female roles. Use positive communication techniques to encourage husbands and wives to try out new tasks. Many widows and widowers as well as single parents are often shocked at how "possible" it is for them to do many of the tasks of their lost or absent loved one when they are forced to take them over. (However, with only one adult to handle the full load, these individuals must also learn to eliminate and delegate). - What is already being done in your family that is somewhat nontraditional? - What areas would you like to see handled less traditionally? - What areas do you prefer remain traditional? (Point out that there is nothing wrong with traditional role divisions if all members are in agreement. However, with both spouses working, the traditional load of homemaker, if left unchanged, can become too much of a burden).	(Handout A5 continued) (See information in this section on traditional and egalitarian roles)
6. Be aware that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks with mom and/or dad. - How can sharing in nontraditional tasks benefit adults? children? (list on board). - How have you successfully involved children in the "work of the family?"	(Also see Unit V Part B: "Parenting Skills for Working Parents" Handouts B30, B31, B32 on sex roles and children as well as Unit III Part C Handout C21 on sharing responsibility with children).

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Application

7. Recognize that there is no future in martyrdom (at least not a very happy one). You can say "no" and you can say "wait." There is no need for one person to be emotionally or physically responsible for all household functions. Several people can share the role very nicely. It is only human for family members to expect everything to be done by the one who's been doing it all along - and to not appreciate it. (Love does not mean having to do everyone's laundry). Even if martyring yourself gets you benefits in the short run ("isn't she/he something?") ("see how she/he does it all?") it can be exhausting and emotionally destructive in the long run.

   Not long ago, the media reported on a mother (in this case she happened to be a full time homemaker) who went "on strike." She had been doing everything she could to be the ideal wife and mother but had become frustrated and exhausted by the burden of the martyr role she was playing. Her family refused to listen to or cooperate with her requests for change - they enjoyed being catered to and not having to share in the work.

   So, she went "on strike" and even picketed in front of her house with signs reporting the unfair "labor practices" in her family.

- What do you think of what she did?

- Why did she do it? Was she justified?

- What were other options? (eg. leave, get counseling, just stop doing things, etc.)

- What happens when any member feels his/her contributions are taken for granted - expected but not appreciated? Can such a situation be prevented before it goes too far?

Resources

(Handout A5 continued)

Application	Resources
8. Review your priorities and standards. Consider relationships vs. household needs. Some standards may need to be raised, while others lowered. - How do standards or expectations concerning household tasks sometimes conflict with those concerning relationships? Must the time spent be mutually exclusive (that is on household or on relationships but not together)? Families often have unwritten "policies" about which comes first. [eg. a "policy" that "people needs" generally come before cleaning with some exceptions, (eg. company coming) or when an undone household task becomes too stressful or turns into an emergency (eg. no clean towels or ignored "drip" turns into a broken faucet, etc.)] - What are your family policies about people vs. tasks?	(Handout A5 continued) (See content and learning experiences in this section on priorities, standards, and expectations).
9. Talk regularly with your family about what's important to get done, who might like to do it, who's good at it, who needs a change, how to change standards, etc. Eliminate unnecessary tasks. Try taking turns on tasks no one wants to do all the time. Try making written schedules to keep everyone clear on the agreements. - Suggest participants try a family meeting to discuss a specific task-related area (eg. meals, yard care, laundry, car care, bedtime routine, bedroom cleaning, etc.). Explain why you want to look at "making an adjustment" in how it's presently being handled and explore alternatives for other ways to accomplish the jobs. Clarify what's important to be done (expectations) and how well (standards), as well as who all could do it, who likes to do it, etc. (cont.)	(See Unit IV Part A "Focus On the Family" Section 8 content and handouts A21 and A22 on family meetings)

Application

The goal of the meeting is to come to agreement to try almost anything different than the way it's done presently. (Hopefully, participants will be able to report back to the group the following week with successes, concerns, etc. and get support for their efforts).

10. Take note of your discussions in your Work and Family Seminars so that you have some facts, figures and rationale for change. People often question when change is being asked of them. Part of being a "change agent" is being a teacher - enlighten your family members as to how other working families do things - how certain role sharing ideas are beneficial, etc.

  - This is a suggestion instructors can make in any class. We should teach with an awareness that we impact the entire family, not just the one person from the family who is taking the class!

Resources

(Handout A5 continued)

NOTES:

Content

Priorities

Priorities are the planned choices for what order of importance are given to a set of goals. As we "spend" the precious minutes of the day, or our hard earned dollars, we may or may not be accomplishing what is most important to us - what needs to be done to reach our goals. Our time, energy and money are major "resources" we use to reach our goals.

In considering role sharing, if we have not first considered priorities as an individual and as a family, it is unlikely that goals will be met any better than without role sharing. By having considered together what is most important both in the long-term, and therefore, in the related short-term, family members can more easily transition into the "who" can do along with the "what" is to be done.

Thinking about individual/personal priorities and how the demands and priorities of work impact on the individual's ability to perform home-related responsibilities can help sort out what isn't important, and what could be done by someone else. With this knowledge, an individual is better prepared to communicate with other family members about role sharing issues. By the same token, when the family is aware as a group of what it has decided is most important to them, there is less conflict over what isn't being done.

Those things which are not done, are the "tradeoffs" for the things which are done. Since resources are almost always limited to some extent, we are constantly making "tradeoffs" in how we spend our time, energy and money. In order for someone else to take on a new activity, they must trade off time and energy for doing other things they might have done instead. If outside help is hired, we have to "trade off" dollars that could be spent elsewhere.

This curriculum addresses techniques for setting priorities in several places: Unit II Part B "Framework for Parenting and Working" looks at underlying values and goals which are the foundation for setting priorities. Unit III Part B discusses time and energy management and how setting priorities is involved in management strategies.

In this section we see that setting priorities is a valuable tool for managing the multiple roles of the work-family lifestyle and also is an important step in successful role sharing efforts with family members, extended family and community service providers (child care providers, household repair and maintenance services, etc.).

Standards and Expectations

It can be quite painful to give up one's dream of the perfect house, the ideal workshop, the showcase yard, or the sharpest car; but most dual-employed or single working parents must learn to let some things slide. What can be eliminated or done less often or less well depends on each person's and each family's values and priorities. Standards are judgements, a measure of how well we feel something has been done. Standards are learned, and reflect our early family and school experiences as well as our own personalities and values. ("If it's worth doing it's worth doing well"). Those who are "perfectionists" will probably have the most difficulty lowering their standards.

Changing standards and expectations does not always mean lowering them. An increase in standards may also occur as individuals or families evaluate priorities and find that some things which are important haven't received enough attention (ranging anywhere from spending time reading to a child instead of watching TV to spending more time getting the car washed more often during winter so it doesn't rust out and cost more money for repair).

Standards very quickly translate to expectations. A standard by itself is a cold piece of information - how much, how often, how well. When it becomes an expectation the "should" is added. When that "should" or "expectation" is not met, there is discomfort (thus a feeling part is added). Standards are the measuring stick of expectations, eg. we expect a child to clean his/her room. When the child emerges from the room and announces the room is cleaned, is our expectation met? But if we look at the room and see clothes thrown on the closet floor, the rumpled, half-made bed, etc. - is our expectation met? That depends on our standards for the child's room.

Changing standards, if it is to be done comfortably, involves many elements:

First, if the issue impacts on the entire family, it is necessary to talk over a possible change together (eg. only doing laundry once a week and expecting each member to take their own clothes upstairs; or volunteering to continue to change the oil in all the cars but expecting each "primary driver" to keep the gas tank filled, the oil checked and the car clean; or deciding to keep family photos in a box instead of an album). Depending on how important it is to a person not to continue that task the way it has always been done, he or she may present this information as fact ("from now on . . .") or as an area to be negotiated. The family may want to explore possibilities of someone else taking over a given task if the family doesn't want to lower their standards.

Content

Second, if another person takes over a new role, but someone else will be *supervising* the job, (or having an *opinion* about it or will *evaluate* it), standards should be discussed ahead of time. It is not always easy to transfer a piece of one's role, but it is even more difficult to transfer the *standards* associated with it.

Third, one must negotiate with oneself to get comfortable with the change. Whether one is the *initiator* of a change in standards *or* must live with a change in standards initiated by another member, it can take some mental adjustment. We all have the inner ability to "adjust our attitude." We can work on our "*self talk*" and we can get *social support*. (See sections that follow).

Application

Priorities, Standards, Expectations
Use the content section to discuss priorities, standards and expectations as they contribute to changing roles.

(Note: The following exercises focus on the "WE" (home and relationships) part of one's life. Some of the ideas could also be applied to work but have not been developed because of the great variability in the work situations of adult participants. (The instructor may want to suggest applying some of the ideas to work if appropriate to the group situation).

On the same list of tasks done earlier (or a shorter home-related task list compiled for this exercise) focus in on the "WE" - the home and family part of the list:

Select five specific tasks that could be eliminated or for which standards could be lowered (how well, how often, etc.). Write down why a selected task could be eliminated. Generally it should be because the task is low priority - doesn't lead to a high priority long-term goal. (What long-term goal is it related to? Is that a high or low priority goal?) Write down how you could change a standard regarding a task. What reactions (if any) might be expected from family members? Also, indicate which of your tasks could be changed without consulting other family members.

Which tasks would need family consultation and why?

Ask several participants (volunteers) to share the results of examining their five tasks and how they could change them. Point out that not everyone would change the same things in the same ways. Point out that the ideas of others may add to our list of possible changes. Other working parents often have the greatest ideas!

Resources

(See Unit II, Part B and Unit III, Part B for more information on priorities)

Application

Ask participants to select a task from above and follow through on eliminating or changing standards. The following week, ask for "reports" as to how they feel about the change, reactions from family, etc.

Discuss and elicit suggestions from the group to support any individual whose experience didn't feel positive.

Here are some questions an individual or family group could ask about a given task:

- Who usually does it?
- Who is capable of doing it?
- How well is it done?
- How often is it done?
- Does one person have to do all aspects?
- Does it need to be done better and/or more often
- Could it be done less well and/or less often and still be acceptable (by whose standards - can those standards change?)
- Could anything be eliminated?

Resources

NOTES:

Content

Self Talk

Contrary to what we may have believed as children, many of the standards we learned were opinions and not facts or laws about how things "should" be done. (Hair can look nice without 100 brush strokes per night; the cars won't fall apart if they're not washed once a week; laundry doesn't have to be completed on Monday; children's toys don't have to be reorganized every night; babies don't become diseased or covered with rash if they don't get a bath every night . . .) One way to do a reality check on a standard is to ask yourself what would happen if I didn't . . . ? How realistic are the imagined consequences? (Often we feel as if we believe the sky will fall on us; usually it doesn't). A second way is to experiment. Try lowering or changing your standard on something and take note of the consequences. Did anyone else notice? How do you feel - guilty, fearful, free? Did anything else change?

Another question to consider is: What are you hoping to gain by changing your standards? More time for yourself, your spouse, your children, other activities? More energy for other things you want to do? More time or energy for things you feel you must do?

Often we are more willing to adjust our standards to allow more time and energy for other people or other tasks but not for ourselves. It is sometimes harder to justify a change (to ourselves or others) when we want that extra time to relax, to read, to take a walk, jog, do an exercise routine, write letters or whatever we may not be finding time for right now.

Studies have shown that often men seem to find it easier to make time for personal needs than women, perhaps because martyr-like (self-sacrificing) behavior is reinforced in girls much more than in boys! As one author on work-family issues aptly put it: "there is no future in martyrdom."

"Self talk" is all the talk that goes on in our heads. When we are awake and not talking aloud or listening intently, we are almost constantly "talking to ourselves." It is as if we have been collecting "tapes" in our mind since birth that play, sometimes repeatedly. When we add a new bit of information, it goes on the tape without evaluation. Later as we evaluate a piece of information we can change it. If we don't evaluate and change it, it keeps playing the way it was originally taken in. Some of what we put on tape has either become obsolete or was never very good for us in the first place. Sometimes as children we misinterpreted things we heard from our parents and others around us but the tape was made anyway. As we talk to ourselves, what we say affects how we feel - angry, confident, relaxed, upset, insecure, etc.

One of our tasks as mature adults is to question some of those tapes and change some of them, even though there are strong impulses not to (everything mother or father told us was absolutely correct, wasn't it?). Secondly, we can make new tapes. Our standards and expectations, along with everything else we think and believe, are on those tapes.

Those of us who grew up in the traditional mother-homemaker, father-breadwinner home have many tapes (which play in our minds regularly) that are not very compatible with the work-family lifestyle. This incompatability is a source of guilt and disappointment for some. (One woman, a mother of two school age children, struggled with the thought of going back to work. One of her "tapes" that played over and over was a favorite poem of her mother's about the children coming home from school to hear mother's voice and the smell of warm cookies fresh out of the oven. One man, the father of three and home-partner with his working wife, looked at his workshop and shook his head in sadness - his vision (tapes can be visual or memories of feelings as well as being words) was his favorite uncle's beautifully organized basement, with every tool in place, sawdust always swept away at the end of each working period, and an empty work table waiting for the next project).

Four Techniques for Changing Our Self Talk

One way to make a change in our self talk is to become aware of how what we are saying makes us feel and to learn to be more nurturing to ourselves. When we think about an event at home or work and make an appraisal (our judgement - based on our standards) of how it went, we may say "that went well" or "you really did a good job there" and as a result our confidence is bolstered, we feel relaxed, content or perhaps excited and enthused about one of our work or home related roles. If we instead say, "you dummy, why did you say that?," "you blew it!" or "I'll never be a good parent," our confidence is weakened and we feel tense, angry or depressed, In a way, much of what we say is as if we were parenting ourselves. In fact, a lot of our self talk habits were developed in childhood as we put on tape what our parents (and other adults) said to us and each other.

Nurturing self talk by itself doesn't solve problems. The purpose of using a more nurturing self talk is to keep us from upsetting ourselves so that our anger is up and/or our confidence is down. It's hard to be a good communicator or problem solver when we're in that kind of state.

Examples of each of the four techniques are included in the application section.

A second way of changing our self talk is to do a reality check on what we're saying and attempt to bring what we say more in line with the reality of today's situation. Albert Ellis, a noted psychologist, focused his work on helping people address some basic irrational beliefs (expectations) that people often have. These beliefs are closely related to our standard setting and expectations. Three of the most basic are the following:

1. "I must be loved or approved by practically every significant person in my life - and if I'm not, it's awful."
2. "I must not make errors or do poorly, and if I do, it's terrible."
3. "People and events should always be the way I want them to be."

These beliefs or expectations are bound to make us feel disturbed. As we compare situations and events to these irrational standards, we will seldom, if ever, feel successful. Ellis suggests that the following are more in line with reality:

1. "It's definitely nice to have people's love and approval, but even without it, I can still accept and enjoy MYSELF."
2. "Doing things well is satisfying - but it's human to make mistakes."
3. "People are going to act the way THEY want - not the way I want."

These expectations are probably universally true. We also experience many events where the times or our circumstances have changed. We're not likely to be bothered if great grandma says "to really get clothes clean, you've got to use a scrub board." We know such a standard is out of step with today's reality. But there are a lot of things that are just as "out of step" with the lifestyle (today's reality) we have chosen (or at least are experiencing today) that can cause us to feel upset. In these cases we need to be aware of our values, priorities and the nature of the lifestyle we've chosen and be prepared to "reprogram" some of the tapes that are nonproductive.

The standards and expectations we have on tape are often irrational because they don't fit at the moment but may fit generally with our present lifestyle. In such cases, we need to recognize that "lack of fit" with the present moment without giving up our general value or expectation.

A third strategy involves rephrasing our self talk to acknowledge our standard or expectation, and to follow that with a second, new standard that fits better for right now. This is particularly useful when the standard or expectation is too strong to change and we're not willing to judge it irrational or out of date. We can use the "I'd rather" statement. This is also useful when we are recognizing that we can't control the beliefs of others.

This doesn't get us out of what we wish were different, but it helps to diffuse the feelings of frustration and resulting energy drain that occurs when we tell ourselves upsetting things. We are in control of our own thoughts.

A fourth strategy is learning to change channels. Psychologists have taught us that it can be harmful to "stuff" our feelings deep inside and not deal with them. But sometimes it is helpful to set them aside and to look at them at a later (perhaps more appropriate) time. This is a particularly helpful technique for transitioning between home and work. If we are on the way to work and thoughts of family members' problems, household work that needs to be done, etc. are filling our mind, it is possible to visualize these tapes we are playing as being on different channels - like a TV we can visualize changing the channel - in this case perhaps to thinking about work or a "relaxation station," knowing that at a better time we can turn back to the "family station." Is this avoidance? Based on the second strategy of dealing with irrational beliefs, perhaps another irrational expectation is that we should be able to deal with everything at once!

Referring back to changing standards, the channel changing technique may be helpful if we are feeling "plagued" with thoughts that compare how we're doing with how we think we should be doing and can't shake the "guilties" or the frustrations we're feeling as a result. Using some nurturing self talk, we can say, "This is really frustrating to think about and is interfering with (job, or sex, or time with child, etc.). I'm going to switch it off and deal with it later." (Incidently, Masters and Johnson, experts on human sexuality, list fatigue and preoccupation as the two key factors that interfere with a satisfying sexual relationship). Learning to stay focused in on what we're doing makes us more productive (at home or work) and is likely to allow us to feel good about what we've done, so we're better able to cope with whatever was on that channel that we switched off earlier!

Also, when we choose to turn back, we often have a new perspective on the matter. Frustrations that piled up may have melted away making it easier to pick out what's most important to deal with in the present.

If we have developed a habit of "ruminating" - going over a "negative tape" over and over without resolution - it may require switching away from that channel over and over and being firm that it is going to stay off for now.

Can any of these techniques "backfire"? That is, could they lead to non-productive results if not used as intended? Yes, most things can be if not used in the positive, confidence-building, nurturing way they were intended. For example, if one spouse has an issue he/she wants to discuss, and the other doesn't, any of these techniques could be used to rationalize avoidance. Any new technique must be evaluated after we've tried it and if relationships are being damaged as a result, obviously, some adjustment is in order.

Affirmations - Making New Tapes for Personal Development

In the broadest sense, an affirmation is any positive statement we say to ourselves that contributes to our well-being. Thus, many of the examples in the nurturing self talk, reality check and "I'd rather" techniques were affirmations.

We can also make brand new tapes. Much of how we perform and how we feel is in reaction to those tapes we choose to (yes, choose to) play. If we're trying something new and tell ourselves "I can't do this" over and over, it is likely we will be right (and there is some joy in being right). Just as in the children's story of the Little Red Caboose who said "I think I can" - so we can have a better chance of mastering the task with positive self talk. Positive attitude is a key component to most success. Not only does it have an effect of its own, it also allows our mind to be free to learn what else we need to learn to do well or feel well. Many amazing links are being discovered between mind and body.

Affirmations can deal with any area we choose to change in our lives - physical, social, emotional, intellectual, or spiritual.

Application

Self Talk

Give a "mini lecture" on the concept of "self talk" (see content), using examples appropriate to the group. Using the handout, explain the four techniques for changing our self talk. Emphasize how personal well-being and productivity is enhanced by positive self talk.

1. Nurturant Self Talk:

   Have participants write down or share some of their "nonproductive" or put-down" self talk. Also write or discuss ways to change these statements to be more nurturant.

   By asking ourselves, "what would I say to a friend about this" or "what would a nurturing parent say if this happened?," we can think of some new ways to change our "put down" self talk that has such a negative effect on our confidence and our personal productivity (ability to perform well at any given time - work or home).

   Ex. "I never get supper ready on time - I'm a failure as a wife - I just can't cope with working and coming home to take over my second job as homemaker."

   Could be changed to: "I haven't been able to get supper ready on time lately. But it was a good supper. Maybe I'm expecting too much of myself."

   or

Resources

Handout A7: "Changing Our Self Talk"

"Self Talk" is a technique that grows out of rational-emotive psychotherapy (Albert Ellis) and behavioral psychology. It is very easily adaptable to self help and education modes. A reference on the topic of self talk and affirmations is: "Talking to Yourself" by Pamela Butler, Harper and Row, 1981.

Note to instructor: Although this section on self talk is placed here in the curriculum as a technique for adjusting standards, it is applicable to many situations such as in conjunction with the "super mom" material and in discussing how to handle guilt; in sections on parenting style, how we talk to ourselves about our behavior as parents, how we talk to ourselves about our children's behavior, or in conjunction with the communication with partner.

Application

Ex. (Playing the mental "tape" of an argument with partner about who would change the baby's diaper) "I guess I just wasn't cut out to be a parent. (Partner's name) says I'm not handling this responsibility fairly - but I work all day too - why should I have to jump up when I'm trying to rest?"

Could be changed to: "I feel sad about our arguments. Maybe I'd better sit down and talk with (partner) about it. I am a good parent and I do a good job in spite of how tired I feel sometimes. (Focuses in on communication problem instead of blaming self for not being a good parent).

2. Reality Check

Handout the list of irrational ideas and their rational counterparts. Discuss examples of how we use the irrational beliefs and how the second set can be used to change how unproductive and unsuccessful we feel when we use the first set.

Discuss how other standards and expectations may be "out of step" with today's lifestyle and how self talk can be changed.

Ex. "A stitch in time saves nine." I really should mend Johnny's shirt this morning or make him change shirts."

Could change to: "I've got to be to work on time. That little hole doesn't show and if we had stopped to change Johnny's shirt we'd all have been late. I will fix it when I have time."

or

Resources

(Refer to Handout B11 in Unit IV)

Ex. "A house just isn't a home unless you have a big yard. I'd better give up that hike with Jenny and get the mowing done."

Could change to: "We all really love this big yard, even though it's a hassle to take care of. Maybe it's time Jenny learned to mow and then we can do it together. Then there will be time to take a short hike." or "My dad always said that to us kids, but with our busy schedule we don't use the yard much anyway. Maybe we should consider other alternatives." (eg. a townhouse)

Discuss how standards and expectations may be important generally, but may not at the present moment. Discuss how self talk can be positive yet preserve a basic value or an expectation.

Ex. (Parent is preparing supper and one member has a meeting to go to right after, so it is important to have supper on time. Child wants help fixing a toy - looks like a 10-15 minute task, so the parent says "no - wait until after supper." Child cries and fusses. Everyone is tired so it's particularly tiresome tonight). Parent says to self: "I should have helped Susie. We have so little time together and all I do is ignore her" (and feels badly).

Could change to: "Susie needs to learn to be more patient. And I need to learn to be more patient. And I need to learn to tune out that fussing. I know she wants my attention - (cont.)

maybe I can get her to come in the kitchen and help with supper. It's not what we do together but that we do something together." or Same beginning, but - "I need this quiet time alone to unwind while I fix supper. When she calms down I'll suggest another toy or ask Mike (older child) to take her outside a while. I can fix that toy after supper."

3. "I'd Rather" Statements

Discuss rephrasing self talk into an "I'd rather" statement. Emphasize how this method helps us avoid the stress that develops when an individual tries to control a situation that can't be controlled. It also helps mediate the stress that develops when two values, expectations or standards are in conflict.

Ex. "I'd rather be able to serve homemade cookies but there just isn't time today and the children don't seem to mind."

Ex. "I'd rather not have to spend my free time with Susie (child) this afternoon, but (spouse) is working on a report and can't do it."

Ex. "I'd rather have the house all cleaned before we leave on vacation, but there is no time and I don't want to be exhausted by the time we leave.

Application

4. Changing Channels

Discuss how visualizing thoughts as on different "channels" makes it possible to change our thoughts - change channels when we need to do so. Point out that if we learn this skill, we can be more focused on events at hand and more productive. Also, we can turn back to an old channel when and if it is appropriate.

For best results, begin by getting the group into a relaxed position with eyes closed and let their thoughts wander. As they settle on one particular thought, tell them to visualize the events, thoughts, etc. as if they were watching them on TV. Then select something else to think about by visualizing themselves changing the channel on the TV . . . flipping past the snowy channels until another station with a new picture appears reflecting the new thoughts. Then have them say to themselves "I can turn back to the other channel whenever I want to but right now I am watching this channel and thinking about this (topic or issue or situation).

(Note: for those who are not visual learners, and who may be more auditory, try the same technique as selecting radio stations and hearing the events instead of seeing them).

Emphasize that you are not advocating permanent avoidance of important issues. Also point out how useful this is for "switching gears" between home and work.

Resources

Application

For application to self talk in general:

- In discussing how we may want to change "old tapes," consider:
  - What will be gained if a tape is changed?
  - What old beliefs will have to be changed in order to be more nurturant or "updated" in our self talk? (and whose ideas/beliefs are we questioning? - Mom's? Dad's? a grandparent's? a teacher's?)
- Ask participants to select some important issues and write out how self talk could be changed to make a more positive, productive situation. Recommend that participants practice the techniques and report on their experiences the following week. (Allow for time to discuss and support the next week).

Affirmations

- Have participants consider what area of their personal development they would like to work on and write some affirmations to facilitate that growth. Explain the guidelines for creating affirmations below and share some examples.

The one major rule is that an affirmation is a statement in the present tense and that it is in positive terms "as if" it already exists the way we want it to be. Secondly, an affirmation must be dealing with an individual personally, not how we wish someone else would change. (eg. not "my spouse is understanding and affectionate" but "I am understanding and affectionate. But don't be surprised if you both become more understanding and affectionate!!)

Resources

Handout A8: "Affirmations"
Developed by Joan Comeau

Application

Ex. "I am a confident, intelligent, capable _____________ (manager, mother, father, secretary, nurse, etc.)." (Don't allow yourself to bring up evidence to the contrary).

Ex. "My body is relaxed and I have all the energy I need to do what I need to do." (Even if you feel low energy - especially if you feel low energy - use this!)

Ex. "I am a loving, caring parent and I spend quality time with my child every day." (Don't make qualifications, don't argue with yourself about how much time you "should" spend, etc.).

Ex. "I am choosing the foods that are good for me every day." (Even if you don't always eat good foods - Focus on "feeding" your mind the message you want to see translated into action).

It is a good idea to only work on one or two affirmations at a time. If the mind slips away to other thoughts bring it back to repeating the affirmation. Writing the affirmation on a card and placing it where it can be glanced at occasionally helps and also repeating it several times (2-4) in a row, several times a day is helpful. Affirmations can be repeated in conjunction with other relaxation exercises and/or used during spare moments eg. while driving, waiting for an appointment, etc.

Pass out blank file cards and have participants write affirmations (one per card). Suggest placing the card in a visable spot (on refrigerator, on desk, in car, by bed, etc.).

Resources

Social Support

Social support refers to the feelings of esteem, love, respect and belonging we get from our family, friends, co-workers and even our community and our American culture. These sources become our "social support network." While some individuals need or want more social support than others, research has shown that in times of stress or change, social support is very valuable for coping or managing effectively. The support or lack of it that we receive from others depends largely on their values, priorities, standards, expectations, etc. Social support is much broader and different from approval, although it is possible for approval to be a form of social support. We can give (or receive) respect or love and yet not give (or receive) approval.

In studies of support networks it appears that women may be more aware than men of how to "build" their network to meet their needs and their family's needs. One of the important things to be aware of about social support as it relates to the work-family lifestyle, is that women have many support "networks" for their home and family role. And they are doing pretty well at creating support networks at work. Men, however, tend to have a support network that revolves heavily around work and work performance, but are experiencing little social support from their present network for home and family roles (especially for increasing involvement in home and family roles).

Thus, in terms of social support for coupling work and family life, women are much more likely to have friends at work to discuss home issues with than men. The film "Kramer vs. Kramer" pointed out the price a father with custody of his child had to pay for "over-attention" to his family life. While he became open to joys of parenting he had not known before, he also fell off the ladder of corporate success. Results of a Working Family Research Project in Massachussetts in the mid 1970s indicated that men face difficulties in meeting new obligations and demands - not because of personality issues of lack of commitment to family life. Rather the researchers reported, "they stem from inconsistencies between family expectations and the expectations of society; from the structure of men's and women's participation in the labor force; and from deficiencies in men's social support systems."

As our society changes, adapting to the idea of dual employed or single working parents, and as couples (or individuals) seek out friendships with others who are living a similar lifestyle, we will probably see more support for men to increase their involvement in home and family roles. Many are doing so already.

From the world of work, one internationally known company that has special interest groups for employees (primarily various hobby and sports clubs), uses a procedure of getting permission from upper management to be an official club - to be able to meet on the work premises, identify their group with the company, etc. Recently a group interested in parenting decided to request becoming an official "club." Their request was received with surprise but is expected (at this writing) to receive approval. This is an example of a changing corporate culture.

While it is not particularly growth enhancing to surround ourselves with only those who think and live just like we do, it is important that the working family have in their "network" people who relate to the issues working families are experiencing and can be supportive of the lifestyle. It is possible to receive love, esteem, respect, etc. from others who do not share the same work-family lifestyle but we may be more likely to get esteem, support and the sense of belonging from those whose lifestyles are similar to ours.

When attempting to change our standards, if the amount of social support we are comfortable in receiving is reduced, this may make us too uncomfortable to change.

In dealing with families that are negotiating new roles and responsibilities, it is important for family educators to be aware of the following factors that affect the husband/father's ability to participate in family life:

1. Husbands perceive their paid work as their primary contribution to the family.

2. Both husbands and wives may have difficulty relinquishing responsibility for their primary roles in the family, respectively bread-winner and homemaker.

3. Men and women tend to experience community reaction and the reaction of the larger society as a pressure against change in the allocation of responsibility and tasks among family members.

4. Men experience very different social support networks than do women, and these networks tend to preserve traditional roles.

5. The allocation of tasks in the household reflects other aspects of the relationships among family members: the relative importance of earnings in the paid labor force, the balance of decision-making power in the family, and the sense of self-image as a participating family member. It is impossible to change task allocation without affecting these and other facets of family life.

(Taken from October 1979 Family Coordinator, p. 494. Lein, Laura, "Male Participation in Home Life: Impact of Social Support and Breadwinner Responsibility on the Allocation of Tasks.")

Content

Hopefully, as more fathers are involved with home and child care roles and the community and world of work see this in action, there will be more esteem, support and respect shown for this. Also, men will perhaps be more supportive of each other for their involvement.

Applications

Social Support

Define and discuss social support with the group. Emphasize that we all have a social support network but it may or may not be adequately meeting our needs.

The following anecdotes show examples of how social support issues impact on the lives of working parents and how changes need support.

1. A part-time working mother, Margaret, found that whenever she visited a friend or was visited by a friend, in her particular group it was customary to call a day ahead or at least several hours ahead to plan the event. For the most part, all of the wives had very high housekeeping standards and when company came over, things were "BH & G perfect" (Better Homes and Gardens), even though it was often quite a strain to accomplish it.

   Margaret's husband introduced her to a new couple, Mr. and Mrs. Olson. Soon afterward, Margaret called and suggested that she was going to be near her new friend's home the next day and might stop for coffee if her friend was free. The next day when Margaret arrived, she was quite embarrassed to walk in on her friend's sewing project spread all over the living room. None of the rest of the house was all too clean, either. Her new friend enthusiastically invited her in, swept aside a pattern piece and offered her a cup of coffee. "I'm making costumes for our daughter's dance recital," she explained. Mrs. Olson seemed not to notice Margaret's discomfort.

Resources

Basic references for concept of social support:

Cobb, Sidney. "Social Support and Health Through the Life Course" in Matilda White Riley (Ed.): Aging from Birth to Death, American Association for the Advancement of Science, 1979.

and

Caplan, Gerald. "The Family As a Support System" in Gerald Caplan and Marie Killileu (Eds.): Support Systems and Mutual Help, Grune and Stratton, Inc., 1976.

Application

Resources

After a short time Margaret and her husband were dropping by their new friends' home and the Olsons would stop by Margaret's, even unannounced. "It's such a relief to just be ourselves and not have to "put on the dog" every time we get together," Margaret stated. Margaret still likes to fix up for a party, but now has some social support for doing things differently.

2. A father took his seven year old son to the park on a Thursday morning. He had worked extra hours several days and had some "comp time" coming. Since his son had often been asleep before Dad got home from working late, the father had decided they would spend the morning together. At the park, he heard two women talking. One said, "Poor child, his mother must be dead, he's here with his father on a work day."

   This reflects the general lack of community/society support for father's parenting role.

3. A young farmer's wife went to work to help supplement the family income. She also discovered she enjoyed her work, but it was quite a challenge to handle housework, children, job and occasionally helping around the farm. Her mother, who lived nearby cajoled her, saying "You'll eat up all the extra money you make in new clothes, babysitters and convenience foods." Whenever the young woman confessed she was a bit overwhelmed her mother would remind her of her opinion on the futility of working outside the home. "Besides," she would say, "Charlie and the kids need you here." Since her mother had always been a major source of social support, it (cont.)

Application	Resources
(cont.) was disappointing and the young woman felt a void - a vague need for someone to say she was doing the right thing or perhaps to share the frustrations of the job or the lack of time to bake bread, etc. She can still count on her mother for love but may need to seek other sources of esteem, respect and a sense of belonging.	
"My Social Support Network" Have participants map out their social support network. This handout also clarifies different aspects of social support: love, esteem, respect and belonging. The anecdotes above show examples of how we may get some types of social support and not others. Generally, a "mix" of all four is valuable and helpful. (Note that these are closely related to human needs described by Maslow in his hierarchy of needs).	Handout A9: "My Social Support Network"
"Social Support Needs During Times of Changing Expectations and Standards." Using the example below, work through the process of planning how to maintain social support while making changes in expectations and standards. What would I like to change? (In terms of expectations or standards). Questions to ask yourself: Can I anticipate changes in support from some part of my support network? What? If so, how can I anticipate this and work to decrease the chances someone will withdraw their support or how can I find new sources of support if I feel I need them?	Handout A10: "Maintaining Socail Support During Times of Changing Expectations and Standards"

Application

Resources

Example

I want to drop out of one or two regular obligations (bridge club and church board) so that I have more time at home with my family and to find some time for myself (to relax, exercise, read, etc.).

Changes:
My spouse and I enjoy socializing with bridge club friends and it gives us a chance to do something as a couple.
Loss: belonging

I get a real feeling of accomplishment from my contributions to the church board and enjoy socializing too.
Loss: respect, esteem, belonging

Prevention:
1) Use "communication for change" with spouse and be open to other possible activities I could drop if he/she really wants to continue with bridge club.
2) Find a replacement couple so we don't leave the bridge club in a bind.
3) Socialize informally with members of the club we really enjoy, go to end of year bridge club picnic.
4) Go to the board meeting and share with the group how special the experience has been, but that I've decided I need to step down for now.
5) Continue to share my ideas with board members when I see them.
6) Use positive "self talk" to reinforce my decision to take care of myself. (Positive self esteem makes us more open to all forms of social support).

Application

New sources:

1) Join an exercise class for individuals or maybe for couples! (belonging)
2) Initiate family meetings as a place to plan and share and evaluate (respect, esteem, love, belonging).
3) Talk with friends who are working parents about feelings - compare with their experiences (esteem, respect).

Resources

NOTES:

Content

Family Lifestyle - Traditional or Egalitarian?

In thinking about how families are managing their work-family lifestyle and considering strategies for how they can most effectively and painlessly make changes that contribute to family satisfaction and well-being, it seems that we must consider where the family "is at" regarding traditional versus egalitarian thinking and behavior.

As stated in section one, egalitarian marital (and family) relationships are those where members believe in and practice role sharing and have developed complementary expanded roles for successful balancing of work and family. Family members do not always make decisions about who does what by the traditional sex role division of labor.

Generally this means that men increase their involvement in home and family tasks to balance the decrease in time and energy women have for such tasks when they work outside the home. Both partners share in paid work and family "work." Children are also encouraged to take responsibilities that are often not expected of children whose mothers do not work.

Social Scientists who coined the term "egalitarian" did so to avoid the meanings of the word "equalitarian" which would seem to suggest a totally equal sharing of all tasks and responsibilities. This would be not only impossible for families to achieve but impractical as well. However, it does imply more equality between partners in terms of overall "work load."

Utilizing the traditional sex role means for task assignment is not inherently bad or unproductive. Because boys and girls are raised learning and practicing the skills and abilities traditionally attributed to them, men and women often have strengths in traditional areas. Also, it takes much time and energy to negotiate and learn new roles. Working couples are often low on these two resources. Thus, each family must work out its own balance of traditional and nontraditional roles, hopefully in ways that allow both men and women to contribute to the work of the family and still have energy to be productive employees at work.

The family that is presently practicing a very traditional lifestyle in terms of role assignment and the resulting division of labor and responsibility will probably not find the same approaches and strategies as helpful as the family that is more egalitarian. And they may find different starting points more useful. Even in those families where there is belief and discussion about egalitarian roles, we may or may not also see these beliefs carried into action.

Content

It may be helpful for individuals developing new skills for balancing work and family to consider where family members fall on this continuum (see handout A10 for details):

traditional	moderately traditional	moderately egalitarian	egalitarian

It is when there are differences between where couples (and children) fall on this continuum that we will find more role-related stress and perhaps conflict as well. It has also been suggested that during times of change (and therefore stress) in families, they will tend to move back to more traditional behaviors, perhaps because there is less energy available to keep the new egalitarian style implemented.

When attempts to facilitate role sharing are not successful, or occur very slowly as in the more traditional family, the spouse working for change may need extra social support. In high conflict situations, seeking outside counseling may be helpful for assessing values, priorities, and for facilitating family communication.

Note: There is no indication that role sharing and an egalitarian lifestyle will confuse gender identity development in children. How children are encouraged to develop in terms of the traditional or egalitarian view of sex roles and the beliefs and behaviors parents model (along with what children learn in a myriad of other ways) may influence that child's tendency toward the traditional or egalitarian philosophy of how roles are played out in families. This is not to be confused with the basic sexual development. Basic heterosexual development is a complex social and psychological process with gender identity (I am a boy or girl) being established by age two. Thus, boys who see fathers modeling egalitarian role philosophies - washing dishes, active in child care, cooking, etc. are not going to become gay; nor are girls going to become gay because they see their mother using a hammer. Traditional or egalitarian role practices in the family will only influence children in terms of developing a more narrow or broad view of strengths and activities that can be carried out by males or females.

Children will learn to be more traditional or egalitarian primarily by example. As parents model role sharing and egalitarian practices, children will notice the differences. The older they are, the more aware they are of the pressures to remain traditional. Thus, families practicing an egalitarian lifestyle may also want to explain what they are doing and why. Children need support and to understand why their family is changing and might be different from some other families they know.

Application

In discussing role changes and role sharing, include an explanation about how families and individual members can vary in beliefs, attitudes and actions from traditional to eglaitarian. Use the handout "Family Assessment: Traditional or Egalitarian?" to describe the idfferences.

Have participants identify:

- where their family is presently actually functioning (draw a line and label it "A")

- draw a line across the graph at where you would like to influence your family to functioning. Label it "B"

  (The distance between A & B indicates the amount of change desired).

Discuss the effects of differences and inconsistencies in actual family functioning and in beliefs and philosophies.

- are there differences in beliefs among family members?
- are there differences between what members say they believe and how they actually participate in role sharing?
- do practices tend to become more traditional when families are under more stress (eg. new baby, new job, loss of member, loss of job, etc.)?

Discuss how this information affects our choice of the strategies for change discussed in the group. Have the group list guidelines for how to approach role sharing with different types of families - eg.:
(cont.)

Resources

Handout All: "Family Assessment: Traditional or Egalitarian?" developed by Joan Comeau.
(References on egalitarian marital relationships:
"Do Professional Women Have Egalitarian Marital Relationships?," Sara Yogev, Journal of Marriage and the Family, November, 1981, pp. 865-871.
"Men, Women and Equity," Rapport and Rapport, The Family Coordinator, 24 (4), 1975, pp. 421-423.)

Application

(cont.)
Insisting or suggesting major nontraditional role changes (eg. "from now on, I think father should do the cooking and Bill can wash the dishes") in a traditional family is likely to cause major conflicts instead of adjustments in role responsibilities.

Generally, the more traditional the family philosophy, the less open members will be to role-sharing changes. If all members agree on traditional role responsibilities, there is no conflict. Working mothers in such a family would probably find "self talk" and strategies such as eliminating less noticeable tasks and lowering standards as helpful strategies.

Family discussions might center around small changes, eg. all members helping to keep the house picked up.

If however, one spouse wants to see more changes in the traditional life-style, "communication for change," family discussions about priorities and use of information about how families are changing (along with some tough personal decisions about values and priorities) may be in order.

In families where there is openness to egalitarian thinking, role sharing may not be actually occurring. Simple awareness efforts such as compiling the home and family task list and identifying who does what may help facilitate change.

Acknowledging these differences will help the instructor remain more credible and be more sensitive to individual needs of participants.

Discuss how we can encourage and support egalitarian philosophy in our children. Point out that modeling by parents has a major impact, but that discussing why parents are sharing roles is also needed.

Resources

(See material on strategies for role sharing in this section)

NOTES:

Content

Communication for Change

Communication skills in the area of motivating change are needed by all family members if the work-family lifestyle is to be a workable one, with time for accomplishing the "work of the home" and for family relationships in addition to job responsibilities. Often it is said we cannot change another person, only ourselves. But we can impact upon others, and in many cases motivate them to change their behavior if they have a vested interest in a relationship with us. Actually, we seldom go through a day without communicating with someone at home or work hoping to guide them, persuade them, manipulate them (who, me?) or motivate them. Our success in this effort depends greatly on our style of communication - what we say and how we say it; and on how well we have thought out what new behavior we wish to see.

Dr. Hendrie Weisinger and Norman M. Lobsenz point out in their recent book Nobody's Perfect (How to Give Criticism and Get Results) that we generally think of criticism as personal attack - hurtful or blameful communication. Actually, the goal of criticism is to promote change for the better. It is impossible to parent or teach or manage effectively without "criticizing" - in the positive, assertive sense. Others might simply call this assertive communication. It is quite possible to change our method of "communicating for change" from a negative, nagging or blaming style to a constructive, positive, motivating style. This ability is invaluable to families living the work-family lifestyle where there is a continual need to renegotiate tasks and where members have less time and energy to spend on making up for poor communication. It also is important on the job, where changes that accomodate family life are beginning to be more accepted, but are still often negotiated on an individual basis. In order to "communicate for change" and for the best possible reaction from another, we must ask this key question:

> "How can I present the information I want to communicate so the other person accepts it in a way that will benefit that person and/or improve our relationship"?

If we honestly ask this question before jumping into an effort to "get someone to do something," old communication habits that may have done more harm than good can be changed. Thus, the first step actually is to change ourselves - our style of "communicating for change" - so that we focus on the other person's needs, not just our own. We also can become more objective and keep emotions in check so that we are able to listen and solve problems rather than beg, bicker or fight about an issue. Developing communication skills takes practice. "Role play" (practicing what we want to say and how we want to say it) is one of the best ways to prepare for an interaction that we want to be successful.

Application

Work with participants to formulate a plan for a concern of their choice and go through these points in planning "communication for change."

Have participants role play their statements with others in the group.

The Art of "Communication for Change" (Instructor Information)

Steps in the Process:

1. What behavior do I want the other person to change?
   - Focus on the behavior of another rather than vague personality traits (eg. "inconsiderate" "stubborn" "thoughtless" - red flag words that cause defensiveness).
   - Pinpoint exactly what the other person is doing or not doing that bothers you and that you'd like them to change.
   - Pinpointing helps us avoid generalizations such as "you always" and "you never."
   - Pinpointing helps us avoid "dumping" a load of frustrations on someone.
2. Is change possible?
   - Useless communication for change is soon interpreted as "nagging."
   - Can the person realistically make the change and if so, how likely is it he/she will do so?

(cont.)

Resources

Handout A12: "Communication for Change"
References:
Nobody's Perfect (How to Give Criticism and Get Results) by Hendrie Weisinger and Norman M. Lobsenz, Warner Books, 1981.

Parent Effectiveness Training by Thomas Gordon, Peter Wyden, Inc., 1970.

Your Perfect Right, by Robert Allenti and Michael Emmons, Impact, 1974.

Also see Unit IV, Part B "Individual Self Esteem," Part A "Focus on the Family" Section 6 "Family Communication," and Section 9 "Nurturing the Couple Relationship;" Unit III, Part C "Time and Energy Management," Sections 5 "Saying No" and 6 "Delegation."

Application

Resources

(cont.)
(eg. Teenagers with lots of homework can't realistically spend several hours a day on housework, but they can keep their own area picked up and help with some family tasks (eg. dishes, meal preparation) daily and other tasks can be done on weekends. A spouse who is out of town all week on business can't supervise the children. A supervisor who doesn't have final authority can't change your work hours).

- Ask, "Am I saying what I am saying to vent my own frustration or disappointment?" (eg. criticizing a spouse for a poorly prepared meal when it was the best that could be done with the time and/or skills he or she had).

3. Will my "communication for change" help?

- Ask yourself, "How can my "communication for change" contribute to the well-being of the other person, or to an improvement in our relationship?"
- Am I demanding, threatening or ordering rather than offering a positive benefit or view for change? (Offering an incentive for change helps break the barrier of defensiveness).
- When considering the reward, benefit or incentive for change, base your plan on what the other person would see as valuable pay-off for change, not what you would like if you were that person. This requires caring enough to know the other person. (Think not of why "should" the person change but why "would" he or she want to change).
- The prosocial or altruistic, self-interest and negotiation strategies described in the section of this unit entitled "Approaches to Encourage Role Expansion and Role Sharing" may be helpful in formulating a communication plan.

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Application

Resources

4. What new behavior do I want to motivate? (specifically)

- What exactly do I want the other person to actually do?

- Clarify not so much what is being done wrong but what he or she can do right.

- Unclear expectations or desires lead to "sloppy communication." ("It would help if you'd do something around here" - doesn't tell the person what you want, also he or she is doing "something" - but not what you'd like). ("Don't do that" - does not help the other person know what to do). ("What do you think you're doing?) - creates defensiveness, may stop a behavior but doesn't offer an alternative).

5. Build a positive statement and practice saying it. Then talk with the other person at an opportune time.

Other factors that aid in positive communication to motivate change:

a. Phrase the "communication for change" in a way that the other person will be the most receptive to it.

- Use "I statements" rather than "you statements."

- Take responsibility for your opinions rather than stating them as facts. (You behaved very badly when Aunt Millie came over → In my opinion you behaved rudely when Aunt Millie came over). (Your lack of cooperation in family activities is making us all unhappy → The way I see it, we would all be happier if you would cooperate more in family activities (and go on with a specific).

Application

- Get your key need stared early - don't build up to it so it "gets lost" in the process.

b. Communicate in an empathic way.

- Show you understand how the other person feels, not just how you feel.
- Consider not only what you will say but how you will say it, how you think the other person will react and the timing of your statement (eg. not in front of others) (eg. not on the way to a party when no one can follow through at the moment - only worry about it - or fight).
- When you want to talk something over, ask for a few minutes or set a time when you can talk over "a concern" or "an idea." That way you'll be more sure you have the other person's attention.

c. Is the change you desire something important and worth making the effort to bring about constructive change?

- Is it very important to the well-being of yourself and for others involved? (consider priorities)
- If the first effort fails to bring about change, is it worth evaluating and revising your approach?
- How can you show the other person you care and are willing to cooperate in the change? (Commitment can be communicated by being clear, specific, by offering solutions, or by offering assistance (when appropriate).

d. Be sure you are aware of your own feelings and motives in the matter.

- Negative or punitive feelings need to be dealt with before you approach the other person.

Resources

Application

Resources

- One can express anger, yet incorporate other elements of successful "communication for change." An angry outburst without these elements may relieve the physical discomfort of the anger but is much less likely to bring about change.

e. Even if there are numerous things you'd like to see changed focus on one area and one specific problem at a time. Take time to reinforce and get the new behavior established before moving on to another. Although starting with the most important issue first makes sense, when we're learning a new communication technique, it sometimes is wise to start with something not too crucial or emotional until we feel confident and competent in our new style of communication.

f. Avoid actually using the word change in your communication. Most of us can make "adjustments" in our behavior but don't like the idea that someone else is trying to "change us." In reality, people do change, often without defining it that way.

6. Is my "communication for change" understood?

- Does the other person understand what I have said? Does he or she agree or disagree? (Ask, "do you understand what I'm saying" or "what do you think I'm trying to tell you?"). Clarify if there is not an accurate understanding.

By asking for understanding (in a pleasant way) as part of your statement, there is no time for a negative response. Generally the other person will have to focus on responding to the question of whether they understand and not that they won't, can't, etc. (cont.)

Application

Resources

(cont.)
They still may not change but this technique decreases the immediate negative response many of us have to any kind of request for change.

Example:

Recently, a harried working mother who had not made a habit of positive communication for change, "dumped" a long list of negative criticisms on her spouse ranging from "you never make even a gesture toward helping with supper or the dishes" to "you never pay attention to the children except on your terms - you're so focused on your own thoughts and activities you don't consider my needs or the children's."

Because he was silent after this oration she asked, "Have you heard anything I'm trying to say? What do you think I'm trying to say to you"? After more silence he replied, "I guess you're pretty unhappy with our life. It doesn't sound like you think there's much reason to stay in this marriage."

She was horrified. Of course she wanted to stay married; of course she thought there were many reasons to maintain their lives together! She had only hoped to get him to change. Perhaps his response was one to change the focus from his faults to a much more threatening area to her - the marriage itself - or maybe he really thought this was what she must have meant. Never-the-less, her effort failed - and the experience was not at all enhancing to their relationship - instead it pushed them farther apart. What would you recommend she do next time?

Application

Resources

7. Plan what you will say in response if there is not an understanding or if the person indicates they are not intending to change, your response depends on the issue and the circumstances.

You can negotiate to try again later: "Perhaps this is not a good time to discuss this, I want to talk with you about this again - (tomorrow, after supper, etc.). Is that alright with you?"

Or, you can drop it and "agree to disagree" if the issue is not worth pursuing (or in a work situation you may not have the authority to pursue it): "I understand that you do not agree but it is important to me that you know where I stand on this issue."

You have the right to push the matter if it's important to you (and it probably is if you brought it up in the first place).

Therefore, you could repeat or paraphrase your statement, perhaps responding to any legitimate excuse. You might add in one more incentive or piece of logic, but keep this limited. Long explanations put you on the defensive and if you had a legitimate request in the first place, it isn't necessary to defend it.
"I understand your concern but I want . . ."
or
"I do not agree that my request is (unfair, too much, etc.), I want . . ."
or
Just repeat your statement as it was . . .
or
"No, that is not what I meant, what I was saying is that I . . ."

Application

8. When your "communication for change" results in a desired change, use positive reinforcement - recognition and appreciation to reward the other person and increase their motivation to continue with the change.

Resources

Approaches to Encourage Role Expansion and Role Sharing

Today's employed parents are confronted with more role stress than their predecessors who centered on the traditional role patterns. They are working out new patterns that will suit them and their situations. The challenges of today's employed mothers and fathers involve not only resolving societal expectations, but also assessing their own well-internalized self-conceptions of being husband/provider, wife/mother. These processes indicate that couples must develop the ability to resolve conflicts and disagreements repeatedly, and at the same time continue to seek family cohesion and satisfaction, even though there are residues of unresolved role issues.

There are a number of approaches to encourage partners to expand their roles including: coming to a concensus, using prosocial or altruistic methods, the self-interest approach and the negotiating process. These methods can be integrated into the work on "Communication for Change" (discussed in this section).

Note: Source on Approaches: John Scanzoni (a noted family researcher and theorist on sex roles), "Strategies for Changing Male Family Roles: Research and Practice Implications" in The Family Coordinator, October 1979, pp. 435-442. Scanzoni points out that sharing and modifying of roles in the family can be viewed as a "justice and social change" issue. He supports the point that other writers on social justice have made: "Unless the subordinate group continually presses the majority for change and equity, change and equity are not likely to occur very rapidly, if at all. The status quo has to be made uncomfortable, or its beneficiaries are not likely to stir very much." In the work-family situation the minority as described above is working women (along with some egalitarian men and children). This picture of anyone's efforts to facilitate change clearly indicates that role changes involve an ongoing process and not a single event in family or spousal communication. Scanzoni also points out that there is room for optimism on role change issues - the research is showing men to be "more amenable to change than they were ten years ago."

Approaches:

Concensus occurs when both parties have come to and agree upon a given issue. Open communication about needs and expectations has occurred. Family members have been open to the feedback of others and have worked to balance their own needs with the needs of others. They have contributed their own ideas as well as having agreed to suggestions of others. A "discovery process" has occurred.

A pro-social or altruistic approach is a strategy which involves communication that emphasizes such points as:

- Fathers should expand their roles just as working mothers do, because it is only right, fair or just. (And mothers should be willing to try some of the traditional male household activities because it is only right, fair or just).

- When all family members cooperate, family life is more satisfying to all members.

- Such changes could further the family toward its goals.

A self-interest strategy centers around how family members would be better off and would profit if roles began to shift in a more egalitarian direction. Mothers, fathers, sons and daughters may find rewards they never expected in exploring flexible roles. Generally, families report that they adjust fairly quickly to many role changes.

By the same token, some tasks traditionally carried out by one gender can be just as boring or unpleasant to the other gender (taking out the garbage, washing dirty diapers, making the bed, cleaning out the refrigerator, cleaning out the garage . . .) but at least there is more variety. In addition there can be relief not only from the routine/traditional division of labor at home, but also relief from the pressures of being a single provider.

When simple requests and discussion do not result in change, negotiation is a method families can use to express needs and encourage role expansion and role sharing. Scanzoni points out that some people may negotiate for "maximum individual profit" (MIP). This is generally what people think of when they hear the word "negotiate." Thus, it may have a selfish or "win-lose" connotation for some. But when negotiation is seen as a method for equity and justice for both partners, couples can experience "MJP" - "maximum joint profit." (Couples who see themselves as "co-providers" - both contributing to the financial well being of the family (even if it's not equal in dollars) generally also are better at the "MJP" style of negotiating).

(Note: Women are more likely to be seen as "co-providers" and thus have more negotiating power:
1) if they are earning a salary or wage that is closer to their husband's income and/or
2) if they work an equal amount of months per year - that is have worked as steadily as their husbands rather than repeated shifts in and out of the labor force).

Negotiation is a process of give and take - concessions and compromises. Both parties end up with something, but not necessarily everything they wanted. Its success depends on the fact that: a) the issue is negotiable; b) the negotiators are interested not only in taking, but also in giving, and are willing to compromise; c) negotiating parties trust each other to some extent. In a successful negotiation EVERYBODY wins.

Application	Resources
"Roles are Interchangeable" The focus of this exercise is on parenting activities and the idea that "nurturing knows no gender." Participants complete the page according to the instructions. They may do so individually or in pairs. Discussion can be in pairs or as a group depending on time allowed. Discussion may center around change - what changes, can there be change, should there be change. What are advantages to mothers, to fathers, to child(ren) if father gets more involved in parenting responsibilities? Are there any disadvantages? (Note: the literature has documented situations where mothers have discouraged father "intrusion" into parenting. Why might this happen? - "gender tension line").	Handout A14: "Roles are Interchangeable" Developed by Mary Dooley Burns
"Men's Family Role is Changing" This article brings out pro-social or altruistic reasons for roles to change. Present the information to participants or distribute the handout and use the information in a discussion on role change.	Article A15: "Men's Family Role is Changing" by Victoria Irwin, Wisconsin State Journal, Friday May 16, 1980
"What Men Give Up" Use the article as a teacher resource or distribute to participants. Use in a discussion on role change. This article centers on "self-interest strategy" and how men would profit from a role shift/expansion. While the article focuses on men, the discussion may also cover other family members.	Handout A16: "What Men Give Up" by David Sadker, Being A Man

Application	Resources
"You TOO Can Become a Negotiator" This handout is intended to encourage participants to think of themselves as negotiators. Present the information to the participants, or distribute for their own use.	Handout A17: "You TOO Can Become a Negotiator" developed by Mary Dooley Burns. Drawn from "Current Issues in Family Living" Wisconsin Vocational Studies Center
"Tips on Negotiation" Can be used as another way to bring about role change and expansion. This information can be shared with participants as points to consider when negotiating with a spouse, partner or family member.	Handout A18: "Tips on Negotiation" developed by Mary Dooley Burns. Drawn from "Current Issues in Family Living," Wisconsin Vocational Studies Center
"Negotiation Form" This exercise will help parties involved to understand what each really wants. Suggest that participants make a wish list. Next, introduce the "Negotiation Form" as a possible way to work through each person's "wish list." (This is a more "formal" method that won't appeal to everyone).	Handout A19: "Negotiation Form" developed by Mary Dooley Burns
"Conflicts That Need Adjustment" This exercise is a summary of the approaches that might be used in the two situations given. Divide participants into four groups, assign each group one of the approaches (consensus, altruistic, self-interest or negotiative) to use in planning role change strategy. Pull the group together and ask each to share their results.	Exercise A20: "Conflicts That Need Adjustment" from The Negotiating Game, Chester L. Karrass Additional resources: see Unit IV (Strengthening the Individual and the Family) Part A (Focus on the Family) Section 6 Family Communication and Section 8 Family Meetings and Section 9 Nurturing the Couple Relationship. For additional information on communication. Particularly note Handout A17 "Negotiation As a Conflict Reducing Technique;" A16 "Confronting the Problem;" A15 :Seven Steps to Problem Solving;" A14 "Overview of Communication Skills;" A13 "Hints on How to Communicate."

NOTES:

3. Role Myths and Facts About Women in the Labor Force

Since most American women are wage earners at some time during their lives it is hardly realistic to continue looking at the labor force in the United States as totally male. Well over fifty-one percent of the civilian labor force is female. Describing men as earning money and women as earning "extra money," or perpetuating the concept of mother at home all day and father as sole wage earner is a popular but very inaccurate perception.

With more women staying in the labor force throughout their child-rearing years, including mothers of infants, employers now realize the fastest growing segment of the workforce is mothers of children under 18. Employers can count on women as regular and consistent employees with current and valuable training.

As traditional roles change, so must the "myths" that support old beliefs and help maintain the status quo.

Application

"The Myth and The Reality"

Distribute to participants and lead a discussion around the information presented. Ask such questions as:

- Have you experienced any of the beliefs presented? By whom?
- How did you handle the situation?
- Have you held any of the beliefs presented?

Resources

Handout A21: "The Myth and the Reality," United States Department of Labor, Women's Bureau

NOTES:

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4. Superwoman-Supermom

"Supermom," (súper-moḿ) (from "super" - a prefix meaning over and above, exceeding or so as to exceed the norm and "mom" - a short slang term for mother): "A working mother who attempts to meet every stereotypical, idealized expectation in her roles as employee, parent, wife and housekeeper, often ignoring her own personal needs, feelings and health in the process."

Why would a woman try to be "supermom"? Here are a few specualtions:

- Because she believes she "should."
- Because she cannot reconcile the competing demands of home and work.
- Because she believes her family needs her to do all she is doing.
- Because she wants to prove she can handle it all without disrupting (changing) anyone's lifestyle but her own.
- Because she "feels pressure" (from where?) to maintain the same standards that existed before she worked.
- Because she feels guilty for putting her job before her family (and for putting her children in day care).
- Because she thinks everyone else is doing it better.

Here are a few more speculations based on what we know about how working families are learning to manage their lifestyle.

- Because she has never considered that her family may enjoy her services but probably do not want her to "run herself into the ground."
- Because the family has not discussed the impact of mom's working on their family life or how they can make adjustments to share her roles.
- Because the family has not discussed values, goals, expectations, priorities or standards (or if this has failed, she has not considered these issues for herself).
- Because she has not thought of herself as a "manager" rather than just the house worker.
- Because she has not kept in touch with her own feelings and needs.
- Because she has assumed that all this must be done, and that change is not possible.

Once supermom (or even super-homemaker who isn't working outside the home) realizes that there are other ways to live, she also realizes that communication in the family about all these issues takes time and energy. Fortunately, while it may take a lot of effort to get the ball rolling (to acquaint the family with new ways of communicating to manage their work-family lifestyle), once things begin to move along, it is not so overwhelming to keep it going. Just as in changing any habit, the way family members perform their roles becomes habit over time. As discussed earlier, however, roles evolve from expectations and therefore can change as expectations change.

Content

Guilt is the keeper of the "status quo" (the way things are). Guilt is the keeper of expectations and standards. As we attempt to make some changes, and throw off some of the "shoulds" and "oughts" it is likely that feelings of guilt (which lurk nearby to keep supermom on her toes) may increase.

The technique of "self talk" was discussed in Part 2 in regard to changing expectations and standards. This skill is a very helpful tool for combating guilt. Social support (also discussed in Part 2) is also an important factor in coping with the guilt that may arise as we develop new, hopefully more reasonable expectations and standards.

When individuals and families have considered and established priorities based on values and goals, it is much easier to cope with guilt. Having a conscious awareness of your priorities makes decision making (and living with your decisions) much easier.

Living up to the superwoman myth can take a drastic toll on mental and physical health. It encourages both perfectionism and overcommitment. In a recent issue of Working Mother (April, 1984) Andrea Thompson writes for "The Guilt Department" that she has now added feeling guilty about not taking care of herself physically in "Confessions of an Unfit Mother."

The solution is not learning how to do it all more efficiently, but how to do less more effectively: WORK AND PLAY SMARTER, NOT HARDER!

Application

Resources

Define "Supermom" and ask participants to list reasons why working mothers try to be supermoms. (See list in content section).

Add to the list the speculations based on research about working families.

Why would a woman try to be "supermom"?:

- Because she believes she "should."
- Because she cannot reconcile the competing demands of home and work.
- Because she believes her family needs her to do all she is doing.
- Because she wants to prove she can handle it all without disrupting (changing) anyone's lifestyle but her own.
- Because she "feels pressure" (from where?) to maintain the same standards that existed before she worked.
- Because she feels guilty for putting her job before her family (and for putting her children in day care).
- Because she thinks everyone else is doing it better.

More speculations based on what we know about how working families are learning to manage their lifestyle:

- Because she has never considered that her family may enjoy her services but probably do not want her to "run herself into the ground."
- Because the family has not discussed the impact of mom's working on their family life or how they can make adjustments to share her roles.
- Because the family has not discussed values, goals, expectations, priorities or standards (or if this has failed, she has not considered these issues for herself).
- Because she has not thought of herself as a "manager" rather than just the house worker.
- Because she has not kept in touch with her own feelings and needs.
- Because she has assumed that all this must be done, and that change is not possible.

Application	Resources
Emphasize the second set of items as potential strategies for coping with the "supermom syndrome." Challenge participants to: - Consider that your family does not want you to "run yourself into the ground." - Consider discussing making adjustments. - Consider discussing family values, goals, expectations, priorities and standards. - Consider thinking of yourself as a manager of the home. - Consider your own feelings and needs as legitimate. - Consider setting goals for change.	
Utilize the information in earlier sections of this unit on communication for change, looking at priorities, standards and expectations; using self talk, and gaining social support. The handout "Scaling Down" refers to some of these areas and can be used as an introduction to a section on roles or as a summary of what has been discussed.	Handout A22: "Scaling Down: Strategies for Supermom" developed by Joan Comeau (See other handouts in this unit: Handout AII "Family Assessment: Traditional or Egalitarian?" and A5 "Role Sharing Strategies.")
In discussing self talk techniques (see section 2 "Strategies for Change") the following affirmations may be helpful to get "supermoms" thinking about writing their own. Repeat these affirmations (or develop your own) regularly: - "Overwhelmed does not mean inadequate." - "My family relationships are more important than cleaning house." - "Each day I notice things my partner does to help and I let him know that it helps." - "I have a right to expect my family to share in keeping up our home." - "I do enough, I am enough." - "I am a confident and capable employee; "I am a confident and capable parent."	(See handout this section A8 "Create Your Own Affirmations")

Application

Credos, prayers, etc. can be inspirational for those who are feeling overwhelmed. Most people will find adopting or relying on a philosophy of life helpful but few ever try to consciously examine their values and state a philosophy they want to live by.

- Share with the group the "Serenity Prayer."
- Share this credo for supermoms and/or suggest participants spend some quiet time thinking about themselves, their needs, their hopes and dreams and write their own. (If they do, they may find sharing credos, anonymously, an interesting experience).

"I Want A Wife"
Ask participants to think about media images they've seen on TV or in magazines and some traditional expectations women have tried to live up to. List on board.

Discuss ways of coping with unrealistic expectations. List on board.

eg.

What We've Been Told

Be the best - the best mother, the best wife, the best housekeeper, the best on the job.

Do it all by becoming more efficient, and thus become even better mothers, wives, workers, lovers...

To remain feminine, a working woman must outcook, outlook, and out-mother the stay-at-home woman.

Realistic Ways of Living

Stop making comparisons.

Realize we can't do it all, all by ourselves.

Cut back, do less more effectively.

Recognize that role expectations are not "made in heaven."

Resources

(easily accessible)

Handout A23: "Credo for A Recovering Supermom" by Joan Comeau

Article A24: "I Want A Wife" by Judy Syfers, Ms. Magazine, December, 1979.

Application	Resources
"In Despite of Children" Distribute to participants and discuss. May include these points: - are working mothers productive employees? - is the best worker the one who is least encumbered? - how have participants "become" who they are because of their children?	Article A25: "In Despite of Children" by Ellen Goodman, Boston Globe, 1971
"Joyce At 34" Show film; ask participants to note the remarks Joyce makes, how she handles her roles, and how she and her husband feel. (Joyce is a film-maker and mother; in the film she discusses her lifestyle).	"Joyce At 34" - film (See resource list at end of chapter for ordering information)
"Superwoman" Play tape for participants. Ms. Goodman hits hard on all the unrealistic expectations women have in the various aspects of their lives. Discuss: - how participants may feel trapped into having to be a superwoman. - how one can get out of feeling trapped. - how time management, delegation, role sharing, etc. can fit into coping with the superwoman pressures.	"Superwoman" Cassette tape of a speech by Ellen Goodman on Minnesota Public Radio. (See resource list for ordering information)

Application	Resources
● Use materials on stress management and the art of relaxation from the next part of the curriculum to address the physical as well as emotional strains that the "superwoman syndrome" can create.	(See Unit III Part B "Managing Stress")
● Guilt: Unit IV Part B "Focus on Individual Self Esteem" is packed with useful information related to supermom. (See especially section 3 "Handling Guilt.")	(See Unit IV Part B "Focus on Individual Self Esteem")

Anger

Note to teachers:
Anger (and resentment) is being discussed here in the supermom section because the literature on working families clearly indicates that women are the ones most likely to be feeling overburdened, treated unfairly, etc. Certainly this material on the anger process in general can be just as helpful to men. However, in the context of work and family it appears to be the woman who is in need of learning coping strategies to deal with her feelings of anger. (This stems back to girls are raised to not feel or express anger while boys are given more opportunities to deal with anger and be expressive about it).

Anger is an emotion that arises when our needs and or expectations are unmet. We automatically judge events by our "belief system" ("shoulds," expectations, standards, etc.) and when the event does not "measure up," we feel uncomfortable. That feeling of discomfort tends to trigger an anger reaction for most of us. We then utilize our well-developed "habit system" to determine how we will be angry - how much and how it will be expressed. In the work-family lifestyle, anger often arises as a part of conflict over some work-family issue.

We know that an event is and of itself is neutral. Not everyone gets angry at the same things. What angers you, may not bother me. The event only evokes anger when we run it through our perceptions and belief system and decide to feel angry. This process can occur so fast that we have no awareness that it is a process. And often we are not aware of all that is in our belief system.

Application

- Have participants list the things that they feel angry about.

  How many are related to work-family strains?

- Present the information about anger from the content section. Point out that working moms are not the only ones to feel angry when the work-family lifestyle creates strains. Explain that learning to handle feelings of anger in new ways can leave us more energy to try new problem-solving strategies and will reduce the negative physical and emotional effects of destructive anger habits.

  Show "The Anger Process" and give the example here or develop your own based on situations discussed previously in the seminar.

- Discuss alternatives for "intervening" at various stages of the process to change our anger habits.

  The following example may be used to clarify the handout.

  Event: You see a friend driving near you and you honk and wave. Friend doesn't respond.

  Belief System Choices:

  1. You can choose to believe the person is being unfriendly and feel a little angry (by definition anger has no quantity attached to it - you can be a little angry or a whole lot angry).
  2. You can choose to believe the person was preoccupied and didn't see you and then feel no anger (just perhaps a little excitement or disappointment).

Resources

Handout A26: "The Anger Process" developed by Joan Comeau and Handout A27 "The Anger Process" - example

Handout A28: "What Do We Do With Anger? - What Can We Do?"

Application

Event: Your husband forgets to pick up the few groceries you asked him to get for fixing supper.

Belief System Choices:

1. You can focus on how thoughtless he was, how uncooperative, how unfair it is that all the burden for meals is on your shoulders (and this will most likely lead to making yourself feel angry).
2. You can be forgiving - anyone can have a busy day and forget; you can focus in on problem-sovling: we can go out, someone can get the groceries now, or we can scrounge for something else to cook, and this will probably not stir up feelings of anger and will open the door for feelings of caring and satisfaction.

Participants may find keeping an "anger diary" helpful for understanding their own anger process and anger habits.

The handout "Anger Diary" can be used to record notes, then participants can apply the event to the anger process and consider how it could be handled differently on the "Anger Worksheet."

It is very important that participants consider what emotions they may be feeling first, before anger habits take over, eg. frustrated, scared, anxious, sad, inadequate, embarrassed, etc. so that they can handle these emotions for what they really are and not as if they were anger.

Emphasize the importance of setting a goal for a new way to handle next time.

Resources

Handout A29: "Anger Diary" developed by Joan Comeau

Handout A30: "Anger Worksheet" developed by Joan Comeau

NOTES:

5. Special Role Issues for Fathers

Many workers, men and women alike, are prisoners to their work schedules. If they are on a professional ladder, the choice is one of climbing that ladder or getting off. Other workers must face the constraints of a changing workshift, mandatory overtime requirements and a seniority system.

With increasing numbers of mothers now in the workforce, more home responsibilities need to be absorbed by fathers. Feedback at the worksite often serves to support men's traditional roles and to discourage expanding roles to include parenting and household responsibilities. The worksite can join in encouraging men to be good fathers, to put a premium on being a good father. Employers would do well to recognize more men are seeking jobs "where they've heard of families" as fathers give more thought to how they will balance home and work life.

Before the Industrial Revolution, many fathers worked at home on the farm and were with their children every day. Families did not experience the "absence" of father which occurred when men began to work away from home.

Today's families need fathers who are actively involved parents and partners. They need fathers who will take deliberate and ongoing steps to form close relationships with their children.

The roles chapter, and in fact the entire curriculum, has been written with both fathers and mothers in mind. Parent and family educators have often seen many more mothers seeking information than fathers, but fortunately special classes for fathers and men attending Work and Family Seminars are increasing.

Information pertaining to fathers' issues are scarce. This section and a few of the earlier resources (eg. Article A15 "Men's Family Role is Changing," A16 "What Men Give Up," and content on "Social Support") are just a beginning for addressing fathers' needs in the work/family lifestyle.

Application	Resources
"Hurdles Men Encounter" Have participants (all together or in small groups) identify the hurdles men encounter at work, from society in general and in their own family life that interfere with taking a more active family role). Discuss how participants have overcome some of those hurdles.	Handout A31: "Hurdles Men Encounter" developed by Mary Dooley Burns (materials drawn from Laura Lein's article "Male Participation in Home Life," Family Coordinator, October, 1979 - see content section on social support this chapter).
Discuss how the media (magazines, T.V., etc.) contributes to maintaining the traditional roles of men/fathers in families today.	(Instructor may want to develop a set of examples from magazines, papers, etc.)
"Exploring My Fathering Role" Can be done in a seminar or as a take home project. Responses can be discussed in the group. In a mixed group, the men may want to be in a group of fathers only.	Exercise A32: Exploring My Fathering Role" developed by Mary Dooley Burns

6. Reading Resources

Parent Resources - Multiple Roles in the Work-Family Lifestyle

Berman, Eleanor. "Can I Help?," *Working Mother*, Vol. V, No. 5, May, 1982.

Berman, Eleanor. *The Cooperating Family*, Prentice-Hall, 1977.

Bird, Caroline. *The Two-Paycheck Marriage*, New York: Pocket Books, Inc., 1979.

Broderick, Carlfred B. "Are You and Your Husband Speaking the Same Language?," *Working Mother*, Vol. V, No. 2, February, 1982.

Broderick, Carlfred B. "The New Improved 1983 Model Husband, Is He For Real?," *Working Mother*, October, 1983.

Burns, David D. *Feeling Good*, New York, Signet, 1980.

Cadder, Vivian. "The Cheap Shots at Working Mothers," *Working Mother*, Vol. VI, No. 5, May, 1982.

Cimons, Marlene. "Director Teaches Schools ABCs of Sex Stereotyping," Minneapolis Star, February 18, 1980.

Green, Maureen. *Fathering*, McGraw-Hill, New York, 1976.

Greenberg, Selma. *Right From the Start A Guide to Nonsexist Child Rearing*, Houghton Mifflin Company, Boston, 1979.

Hall, Francine S. and Hall, Douglas T. *The Two-Career Couple*, Massachusetts: Addison-Wesley Publishing Co., 1977.

Karrass, Chester L. *The Negotiating Game*, Thomas Y. Crowell, New York, 1970.

Kuczen, Barbara. *Childhood Stress-Don't Let Your Child be a Victim*, New York: Delacorte Press, 1982.

Lein, Laura and O'Donnell, Lydia. "Talk, Talk, Talk. . .Negotiating Housework Can Take More Time Than Doing It," *Working Mother*, September, 1983.

Maxwell, Joseph W. "The Keeping Fathers of America," *The Family Coordinator*, Vol. 25, No. 4, October, 1976.

McGinnis, Kathleen and McGinnis, James. *Parenting for Peace and Justice*, Cassette tapes produced by the Institute for Peace Justice, 2913 Locust Avenue, St. Louis, Missouri, 1980.

Mills, Alan. *More Songs to Grow On*, Folkways Records and Service Corporation, New York.

Nierenber, Gerald I. The Art of Negotiating, Hawthorn Books, New York, 1968.

Ourselves and Our Children, Boston Women's Health Book Collective, Random House, New York, 1978.

Penny's Forum Magazine, "International Year of the Child: Who's Responsible for Children and Families," Spring/Summer, 1979.

Pepitone-Rockwell, Fran, Ed. Dual-Career Couples, Beverly Hills: Sage Publications, 1980.

Pinkstaff, Marlene A. and Wilkinson, Anna Bell, Women at Work: Overcoming the Obstacles, Massachusetts, Addison-Wesley Publishing Co., 1979.

Rapport, Rhona and Rapport, Robert. Fathers, Mothers and Society, Basic Books, Inc., New York, 1977.

Satir, Virginia. Peoplemaking, Palo Alto, California: Science and Behavior Books, Inc., 1972. pp. 96-153.

Scanzoni, John. "Strategies for Changing Male Family Roles: Research and Practice Implications," The Family Coordinator, Vol. 28, No. 4, October, 1979.

Scott, Niki. The Balancing Act, A Handbook for Working Mothers, Kansas City: Universal Press Syndicate, 1978.

Thompson, Andrea. "Confessions of An Unfit Mother," Working Mother, April, 1984.

U. S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C., March, 1974.

Wehlage, Nancy and Dougherty, Barbara. Current Issues in Family Living, Wisconsin Board of Vocational, Technical and Adult Education, Home Economics Division (P.N. #20-024-150-518).

Weisinger, Dr. Hendrie and Lobsenz, Norman M. Nobody's Perfect (How to Give Criticism and Get Results), Los Angeles: Warner Books, 1981.

"Women and Men - Changing Roles in a Changing World," INTERCOM, Center for Global Perspectives, New York, NY, 1981.

A Man Can Be, Susan Kempler, Doreen Rappaport, Michelle Spirn, Human Sciences Press, New York, 1981. (Summary: Text and photographs illustrate the emotions of a man).

Boys and Girls, Girls and Boys, Eve Merriam, Holt, Rinehart and Winston, 1972. (Summary: Illustrations show girls and boys doing all kinds of things and enjoying them unhampered by traditional sex roles).

Butcher, Baker, Cabinetmaker Photographs of Women at Work, Abigail Heyman and Wendy Saul, Thomas Y. Crowell, New York, 1978. (Summary: Photographs and text introduce women employed in jobs traditionally reserved for men).

Danny and His Thumb, Kathryn Ernst, Prentice-Hall, New Jersey, 1973. (Summary: One September day Danny discovers he doesn't like his thumb anymore. Through the illustrations we see his mother painting the ceiling and carrying out the garbage. Dad carries groceries and cares tenderly for a plant).

Exactly Like Me, Lynn Phillips, Lollipop Power, Inc., Chapel Hill, 1972. (Summary: A girl is determined to be what she wants to be, and not what others expect her to be).

Firegirl, Rich Gibson, Feminist Press, 1972. (Summary: A girl is a stowaway on a fire truck).

How to Tell A Mother From A Father, Alvin Granowsky, D. C. Heath and Company, Lexington, Massachusetts, 1973.

I'm Busy TOO, Norma Simon, Albert Whitman and Company, Chicago, 1980. Summary: Three preschoolers and their families have busy days at work and at school).

I Can Be Anything You Can Be, Joel Rothman, Scroll Press, New York, 1973. (Summary: The story encourages girls to become space pilots, physicians, etc.).

I Love My Mother, Paul Zindel, Harper and Row, New York, 1975.

Just Me and My Dad, Mercer Mayer, Golden Press, New York, 1977.

Joshua's Day, Sandra Lucas Surowlicki, Lolipop Power, 1972. (Summary: Joshua goes to daycare while his photographer mother goes to work. At day's end they tell each other about thier day as they work together to get supper ready).

The Maid of the North, Ethel Johnston Phelps, Editor, Holt, Rinehart and Winston, New York, 1981. (Summary: Feminist folk tales from around the world).

Martin's Father, Margrit Eichler, Lollipop Power, Inc., 1971. (Summary: A day in the life of Martin who lives only with his father).

Millicent the Monster, Mary Lystad, Harlin Quist, New York, 1968.

Mommies At Work, Eve Merriam, Scholastic, New York, 1961.

The Nitty-Gritty of Family Life, Joy Wilt, Word, Inc., Waco, Taxes, 1979. (Summary: A children's book about living in a family for ages 5-10).

Nothing But a Dog, Bobbi Katz, Feminist Press, 1972. (Summary: In this story a young girl imagines what it would be like to have a dog).

One More Thing Dad, Susan L. Thompson, Albert Whitman and Company, Chicago, 1980.

Tatterhood and Other Tales, Ethel Johnston Phelps, Editor, Feminist Press, 1978. (Summary: A collection of traditional tales from Norway, England, China, and many other countries featuring heroines).

Two Places to Sleep, Joan Schuchman, Carolrhoda Books, Minneapolis, 1979. (Summary: David describes living with his father and visiting his mother on weekends after his parent's divorce).

Winifred, Anita Abramovitz, Austin, Texas, 1971. (Summary: Winifred saws, paints, makes signs and becomes an enterprising business woman).

Other Resources Listed in Part III A

Film:

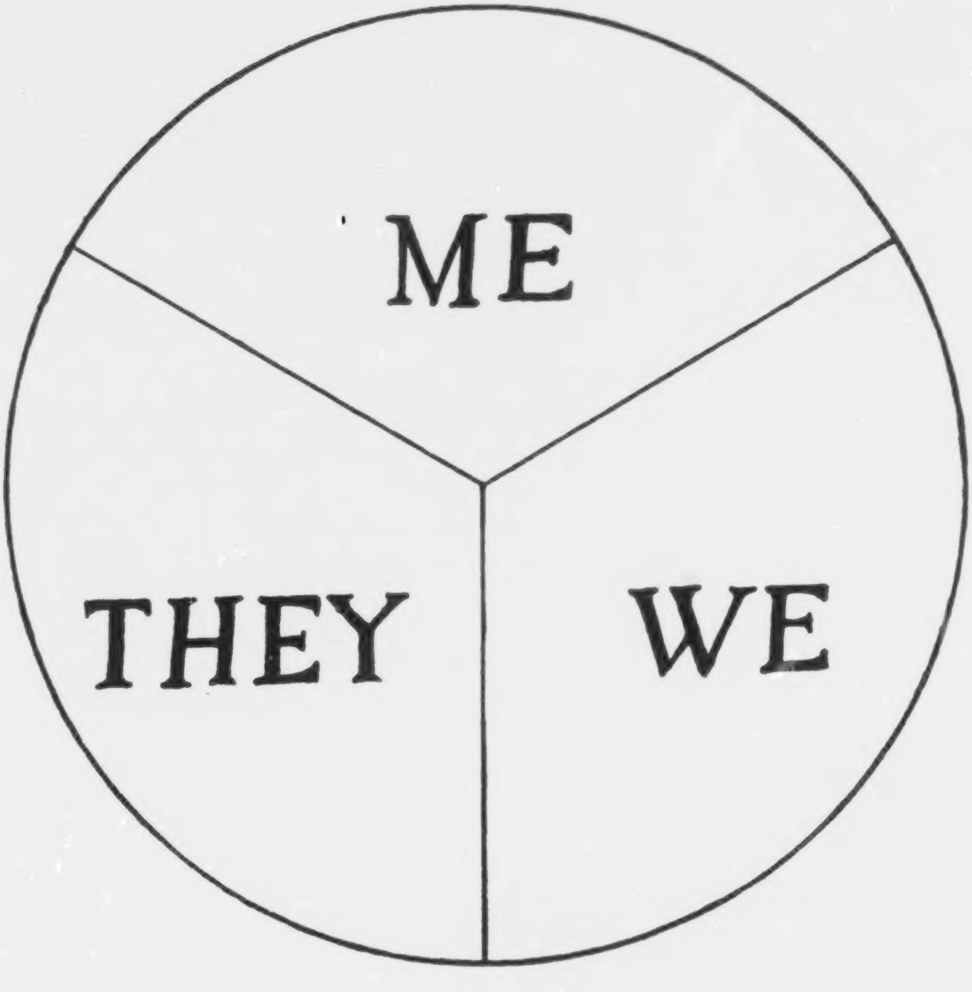
"Joyce at 34," Joyce Chopia and Claudie Weill: filmmakers; New Day Films, 1973. 28 minutes, color, sound, 16 mm. Available through Hennepin County Libraries.

Cassette Tape:

Superwoman: "Speech on Changes in the Family" (Reference H-094). Speech by Ellen Goodman given March 31, 1979 on Minnesota Public Radio; 60 minutes, $8.00. Order from Minnesota Public Radio, 45 East 8th Street, St. Paul, MN 55101.

HANDOUT A1

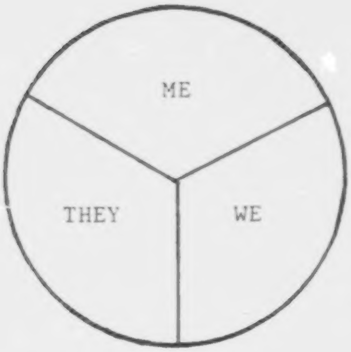
ME-WE-THEY CIRCLE



Developed by J. Comeau, March 1983

HANDOUT A2

ANALYZING MY WORK-FAMILY BALANCE

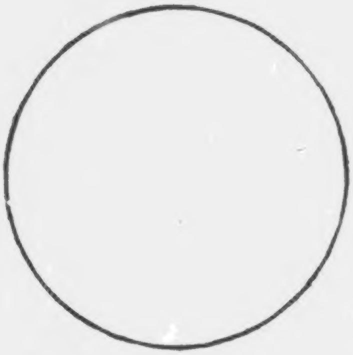


"ME" - Personal
"WE" - Family and Close Relationships
"THEY" - Work (or outside activities)

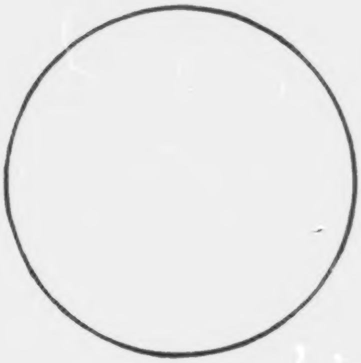
Draw yours:

Most of the time

The most out of balance
I am likely to be
How often? ____________



How __________________
(spouse, boss, etc.)
wants it to be



How I want it to be

Developed by J. Comeau, March 1983

HANDOUT A3

TASK LIST IDEAS

(List adapted from The Two-Career Couple by Francine & Douglas Hall)

FOOD CHORES

- Shopping
- Cooking
- Cleaning up/dishes
- Garbage
- Packing lunches

CLOTHES CHORES

- Shopping
- Washing
- Folding
- Putting away
- Dry cleaning
- Mending
- Ironing
- Weeding out old clothes

MONEY CHORES

- Budget planning
- Bill paying
- Bank accounts

HOME MAINTENANCE

- Cleaning
- Appliance care/repair
- Lawn or yard
- Furnace
- Storms, screens, etc.
- House repairs
- Dealing with service people

CARE CARE

- Filling with gas
- Checking oil
- Maintenance (oil, lub, etc.)
- Cleaning inside
- Washing

SOCIAL OBLIGATIONS

- Gift buying
- Entertaining
- Cards, letters, etc.
- Coordinating family's social and/or school schedules

CHILDREN (not including psychological care)

- Meetings at school
- Driving
- Support for activities (scouts, 4-H, etc.)
- Volunteer work for activities (umpire, den mother, etc.)
- Help with projects
- Getting baby sitters
- Physical care (diapers, cuts/scrapes)

Handout A4

TIME RECORD

Record your activities (during your awake hours) for the day in 15 minute segments. It is usually most accurate if you stop every two hours or so to think back on what you've been doing. (Waiting until the end of the day will be much less accurate). You may also use the columns at the right to categorize your activities. When in doubt check the primary category the activity fits in although there may be a secondary category. Begin with the time you awaken and end with when you actually go to sleep.

TIME	ACTIVITY	ME (personal)	WE (home & relationships)	THEY (work)
5 AM				
5:15				
5:30				
5:45				
6:00				
6:15				
6:30				
6:45				
7:00				
7:15				
7:30				
7:45				
8:00				
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12 PM				
12:15				
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12:45				
1:00				
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1:30				
1:45				
2:00				

TIME	ACTIVITY	ME	WE	THEY
2:15				
2:30				
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11:30				
11:45				
12 AM				
12:15				
12:30				
12:45				
1:00				
1:15				
1:30				

Handout A5

ROLE SHARING STRATEGIES

1. When giving up a task or activity to someone else, clarify and/or negotiate details of the task or activity, eg. when it will be done, how much or how well it will be done. (This varies particularly on who you delegate or give the task to - spouse, child, payed help, etc.).

   Also, use and believe the cardinal principle of delegation: "If I don't do it, it won't be done exactly the way I would have done it. And that's O.K." (Practice saying this to yourself as a positive affirmation).

2. Do not treat your spouse the same as your children in regard to reallocating part of your old role: keep in mind that when husbands and wives see themselves as partners in managing this new lifestyle, role sharing goes more smoothly and marital relationships do too. Parents have more of a supervisory and teaching role to play with their children which must be taken into consideration as children take on new tasks that were once part of an adult's role. (See delegation principle above).

3. Clarify the difference between "helping out" and taking responsibility and decide which you want as you negotiate role sharing. When you "help out" the job still belongs to the other person and he or she is not relieved of the emotional burden associated with that part of his or her role. "Helping out" is great if that's what both agree upon (eg. "pitching in" to clean a child's room although it is generally agreed this is her job or pulling a few weeds with mom because she asked for help, or vacuuming out the car for a family trip even though car care is traditionally dad's job). Whether by choice or by assignment, "helping out" generally means not being obligated to follow through completely, or to do it routinely, or to notice when it needs to be done again.

   When one takes responsibility for an activity that was once part of someone else's role, thus actually expanding one's own roles to incorporate this new activity as a part of them, there is a sense of ownership and decision-making authority. The person giving up that activity is no longer the "primary worrier" for doing that activity (task or job).

4. "Do unto others." When someone shares a role with you (eg. meal-preparer or yard care person) be helpful and allow a transition time. Also, just because that person used to relax or play while you prepared, served and cleaned up a meal or got out equipment, mowed, raked and put it all away, does not mean that you should ignore the possibility of "helping out" (without being the "primary worrier") when someone else takes on that responsibility. (What do you want? - Revenge, or a new, more productive family life style?)

5. Be aware that the skills needed to maintain a household are *not* sex linked. Teach your children a wide variety of both traditionally male and female roles). Use positive communication techniques to encourage husbands and wives to try out new tasks. Many widows and widowers as well as single parents are often shocked at how "possible" it is for them to do many of the tasks of their lost or absent loved one when they are *forced* to take them over. (However, with only one adult to handle the full load, these individuals must also learn to eliminate and delegate).

6. Be aware that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks with mom and/or dad.

7. Recognize that there is no future in martyrdom (at least not a very happy one). You can say "no" and you can say "wait." There is no need for one person to be emotionally or physically responsible for all household functions. Several people can share the role very nicely. It is only human for family members to *expect* everything to be done by the one who's been doing it all along - and to not *appreciate* it. (Love does not mean having to do everyone's laundry). Even if martyring yourself gets you benefits in the short run ("isn't she/he something?") ("see how she/he does it all?") it can be exhausting and emotionally destructive in the long run.

8. Review your priorities and standards. Consider relationship vs. household needs. Some standards may need to be raised, while others lowered.

9. Talk regularly with your family about what's important to get done, who might like to do it, who's good at it, who needs a change, how to change standards, etc. Eliminate unnecessary tasks. Try taking turns on tasks no one wants to do all the time. Try making written schedules to keep everyone clear on the agreements.

10. Take note of your discussions in your Work and Family Seminars so that you have some facts, figures and rationale for change. People often question when change is being asked of them. Part of being a "change agent" is being a teacher - enlighten your family members as to how other working families do things - how certain role sharing ideas are beneficial, etc.

Role Sharing Strategies, Developed by Joan Comeau, August 1983

References:

Berman, Eleanor, "Can I Help? Why Good Men Just Don't Understand About Housework," *Working Mother*, May 1982, Vol. V, No. 5, pp. 67-69.

Bird, Carolyn, *The Two-Paycheck Marriage*, Pocket Books, Inc., New York, 1979.

Hall, Francine S. and Douglas T. Hall, *The Two-Career Couple*. Addison-Wesley Co., Massachusetts, 1977.

Pinkstaff, Marlene A. and Anna Bell Wilkinson, *Women at Work: Overcoming the Obstacles*. Addison-Wesley Publishing Co., Massachusetts, 1979. (Especially see Chapter 3 "Sharing the Work at Home.")

Handout A6

PRINCIPLE OF DELEGATION

"If I don't do it, it won't be done exactly the way I would have done it... ...And that's O.K.!"

Handout A7

CHANGING OUR "SELF TALK"

"Self talk" is the talk that goes on in our heads. We are almost constantly talking to ourselves - silently. Self talk can be helpful or not helpful to us as we go about our daily lives and attempt to achieve a satisfying life. We can change our "self talk" to be more positive, or more helpful by using these four techniques:

1. Nurturant Self Talk

   Notes:

2. Reality Check

   Notes:

3. "I'd Rather" Statements

   Notes:

4. Changing Channels

   Notes:

Handout A8

SELF TALK: CREATE YOUR OWN AFFIRMATIONS

Affirmations are a method of creating what you would like to have happen. They are a method of reprogramming yourself in a positive versus negative belief.

It is a verbal description of a desired state, condition or thing. It is an image created in your mind affirming the desired. It is a mental structure that supports the impending state, condition or thing.

Suggestions for personal affirmations:

1.	Use present tense.	Affirm the desired is already happening now.
2.	Positive statement.	Eliminate any negative words such as not, never, without, etc.
3.	Personal pronoun.	Always use I, we, me instead of pronouns of the second or third person such as you, they, etc.
4.	Keep it simple.	The shorter and more to the point the statement, the more effective.
5.	Affirm what you want.	Avoid statements involving what you want to eliminate from your life.

Additional suggestions for results:

1. Write the affirmation that is your focus ten times daily.
2. Imagine a picture of the desired happening now, with you in the picture.
3. Sing your affirmation aloud while working driving, playing, walking or whatever.
4. Attach the affirmation to your mirror, car visor, telephone, calendar, refrigerator, desk or wherever you will see it.
5. Record your affirmations in your own voice and listen to it while you are driving, working, cleaning, shaving or while going to sleep.
6. Enjoy playing with your affirmations. Have fun with them.

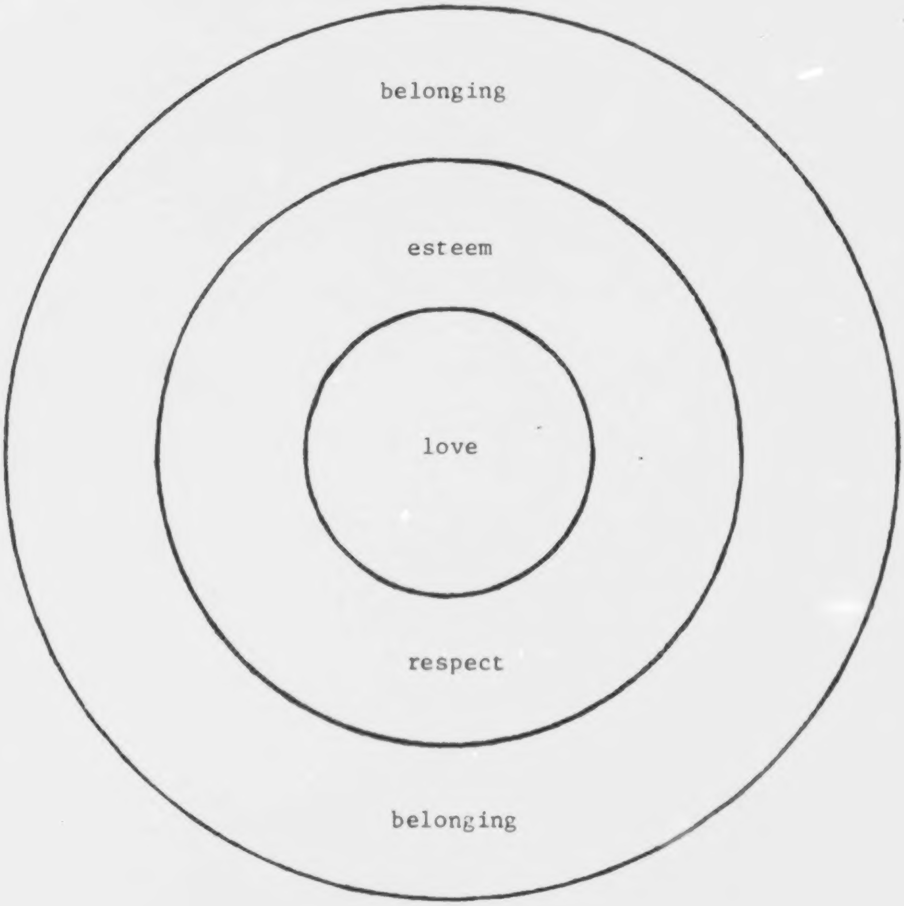
Sample affirmations:

I am in perfect health.
I have a beautiful functional body.
I trust myself and others.
I am an effective, valuable human being.
I release the old and welcome the new.
I have enough, I do enough, I am enough.

Handout A9

MY SOCIAL SUPPORT NETWORK

Map out your support "network." Write in names of people, organizations, groups, etc. you feel are part of your support network. (Some may contribute to several types of support.)



Love - I am cared for unconditionally for who I am.

Esteem - The way I am and what I do is valued and admired.

Respect - My values, beliefs and ideas are recognized and accepted (may or may not be agreed upon).

Belonging - I feel a part of a group; we may not agree on everything, but we still feel close and supportive of each other.

Are some of your sources more focused on you as an employee (employer) rather than as a family member? Place a W by those sources. Place an F by those sources that are supportive of you in your home and family life. Check for balance and some sources that offer both.

Handout A10

Maintaining Social Support During Times of Changing Expectations and Standards

What would I like to change?
(write below)

Can I anticipate changes in support from some part of my support network? What? If so, how can I anticipate this and work to decrease the chances someone will withdraw their support (prevention) or how can I find new sources of support if I feel I need them?

Changes in support anticipated:

Prevention:

New Sources:

Handout

FAMILY ASSESSMENT

TRADITIONAL OR EGALITARIAN?*

[illegible] about role sharing issues.

	TRADITIONAL	MODERATELY TRADITIONAL	MODERATELY EGALITARIAN	EGALITARIAN
[illegible]	[illegible]	[illegible]	that men and women le of many tasks and traditional to both nd is willing to share ditional tasks. hat providing income part of a man's total on to family respon- , and that women can artners in the role.	-believes that no tasks beyond actual childbirth must be gender linked; shares in all types of activities and is willing to take primary responsibility for some non-traditional tasks. -is likely to initiate a non-traditional task without being asked and believes in a "co-provider" and partner relationship with working spouse.
Parental Beliefs and Practices	[illegible]	[illegible]	d sometimes encour- en to discover strengths and for rs to express a wide feelings. le with children traditional tasks es some traditional ditional child care/ oles.	-teaches and encourages children to discover their own strengths and feelings and to take responsibility and share in nontraditional household tasks. -shares actively in parenting roles and responsibilities.
[illegible]	[illegible]	[illegible]	le in doing non- al tasks. o share and sks - seldom k because the nder "should" do it.	-is very open and willing to share roles, is actively involved in working out an egalitarian lifestyle within the family.

Developed by [illegible]

*Traditional [illegible] reflect a learned belief system [illegible] e distinctly different with men functioning "breadwinners," [illegible]

Egalitarian [illegible] reflect development of a new belief system that [illegible] sharing between men and women, discovering strengths in [illegible] and striving for a more equal household [illegible] partners who both work outside the home.

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Handout A12

COMMUNICATION FOR CHANGE

Steps in the Process

1. What behavior do I want the other person to change?
2. Is change possible?
3. Will my "communication for change" help?
4. What new behavior do I want to motivate?
5. Build a positive statement and practice saying it. Then talk with the other person at an opportune time. Consider these tips for positive motivation:
    a. Phrase your statements in a way that the other person will be most receptive.
    b. Communicate in an empathic way.
    c. Is making the change worth the effort?
    d. Be sure you are aware of your feelings and motives.
    e. Focus on one thing at a time.
    f. Avoid actually using the word "change" in your statement.
6. Is my "communication for change" understood?
7. Plan what you will say in response if your are not understood, or if the first reaction is negative.
    a. Negotiate to try again later.
    b. "Agree to disagree."
    c. Repeat or paraphrase your statement.
8. When desired changes occur, use positive reinforcement.

Developed by J. Comeau, 1983
Material drawn from:
Nobody's Perfect, H. Weisinger & N. Lobsenz, Warner Books, 1981;
Parent Effectiveness Training, T. Gordon, Peter Wyden, Inc., 1970;
Your Perfect Right, A. P. Alberti and M. Emmons, Impact, 1974.

Handout A13

Examples of "Communication for Change" Process:

#1

Original problem belongs to: wife

How she has been feeling (and why): overloaded, angry, feeling that everyone expects her to pick up after them and to keep an orderly home with little cooperation from them.

What she has already said or done about this: (to various family members) "You never pick up after yourself. Everything is a mess around here. By the time I've picked up the house it's a mess again. If I find _______________ (toys, jackets, dishes, etc.) in the living room one more time I'm going to throw them out"!

Responses she has received so far: have ranged from: "I'm leaving now anyway so I'll take it with me" (a jacket), to "O.K., O.K." (and walking away), to "Sorry 'bout that" (and walking away), to silence, tears, and slamming doors. Occasionally things get picked up - usually with hostility. "Here - see - are you satisfied now"?

Steps:

1. What behavior do you want to change? (Not what are they doing wrong).

   "I want everyone to be more responsible and share in the housework."

   Pinpoint: "I want them to take their personal things that they now leave in the living room and family room to their bedrooms.

2. Is change possible?

   "There is no reason, I can see, why they couldn't pick up after themselves. All have hands to pick up, legs to carry items to where they belong. They have more time than I do to do their own picking up. They just have bad habits."

3. Will my communication for change help? How can it benefit them (incentives) and our relationship?

   Randy (son) - "If he hangs up his coat, he won't have to ask where it is all the time and I won't be nagging him about it. Also, it won't be so wrinkled."
   "If he picks up his dishes the room will look nicer, I won't be nagging him, he'll have a good habit established so he isn't embarrassed to be such a slob at someone else's house, and it would give me more time to get a good supper (the kind he likes) ready.

   Susie (daughter) - If she picks up her markers, they won't get pushed aside and possibly broken or dried up, she'll know where they are next time, others will be more happy with them out of the family room, and she won't have to be scolded for not doing it. Also mom may have more time to play instead of picking up for everyone.

Herb (father) - If he puts his work clothes in the hamper the family room won't get smelly, the room will look nicer, I'll be sure to get them washed regularly - he won't have to listen to me complain, and if I don't have to do all the picking up I'll be in a better mood.

4. What new behavior do I want to motivate specifically?

I want Randy to hang up his coat and not leave it on the couch. I also want him to take dirty snack dishes to the kitchen. (But since I know I should only work on one issue at a time, I will focus on the snack dishes for now).

I want Herb to pick up his dirty work clothes and put them in the hamper in our room.

I want Susie to put her markers away before she goes on to something else.

5 & 6. Build a positive statement (and practice it) (use the additional tips, eg. being empathic, timing, "I" statements, being calm, etc.). And ask for understanding.

For Randy: (Approach him while eating, but before dirty dishes are left). "Randy, I want you to pick up your snack dishes and put them in the sink from now on. Randy, I know you're on the run a lot, but if you would just put your dishes in the sink, we can wash them with the supper dishes. That way I don't have to keep picking up in the living room all the time and you'll hear a lot less nagging from me"!

"Do you understand what it is I want you to do"?

Wait for response - if immediate action results, use positive reinforcement. "Good job, Randy." "Thanks, Randy."

If the response is negative - indicating the person doesn't want to do it, etc. move to one of the response styles suggested in #7.

For Susie: (Approach her when it appears she is about done drawing). "Susie, when you play with your markers downstairs, I want you to put them away when you're done. That way we can keep the family room picked up and your markers won't get lost or dried up. I know you are watching TV now, but your markers need to be picked up first. Do you hear what I'm saying? (Of course, with young children, parents can use their authority more easily to insist on cooperation, but the same good communication rules apply).

For Herb: (Assume your first attempt wasn't successful and you find dirty clothes again).
"Herb, I am upset about your dirty work clothes being left in the family room. Things would stay a lot nicer if you'd toss them in the hamper from now on. Maybe you'd like to put the hamper in a more convenient place - that's fine with me. All this extra picking up every evening is taking time I'd rather spend with you or the kids and not nagging you to do it!"

"Do you understand what I'm asking you to do?"

210

#2

Original problem belongs to: husband

How he has been feeling (and why): frustrated, nagged, unappreciated because he can't keep up with all the requests his family has for fixing, helping, etc. Whatever he does, he gets little thanks, just more work.

What he has already said or done about this: he has procrastinated on a lot of jobs - some he feels he really should do and others someone else could have done. He has gotten angry when a request is made stating such things as "this house is falling apart," or "how can you have so many problems?" or "do it yourself."

Responses he has received so far: everyone keeps asking and he often feels he gets "and then could you . . ." rather than "thank you." To his hostility he usually gets angry remarks back or tears.

Steps:

1. What behavior do you want to change?

   "I want my family to stay off my back and to treat me better."

   Pinpoint: "I want my family to not nag me so much and to be a little more appreciative of me."

2. Is change possible?

   "I believe people can learn to do more for themselves. I know my wife is working outside the home and doesn't have the time or interest to learn a lot of the more involved tasks, but there are a few things she could do for herself. She certainly could change how she communicates her needs to me and could be more appreciative."

3. Will my communication for change help? (How can it benefit her (incentives) and our relationship?)

   "I think this bickering over all these little fix up problems has made us not as friendly to each other in general. Also, she gets so frustrated when I don't get things done, maybe if she did some things herself I'd have more time for other things and maybe we would act like partners instead of enemies. If I promise to try harder too, it could be better for both of us."

4. What new behavior do I want to motivate specifically?

   "I want her to separate out things she really could do herself (like putting in a screw or setting up the sprinkler in the yard). For things I need to do, I'd like her to wait to discuss them after I'm home a while and relaxed. And when I get things done, I'd like her to notice and be appreciative without adding another job to the list right away.

5 & 6. Build a positive statement (and practice it); then ask for understanding.

"Honey, I'm really feeling frustrated about keeping things up around here and I need your help. What I'd like is for you to try to handle more of the little things yourself, so I can get to the bigger jobs. I can put a few tools in the cupboard so they're handy. Sometimes I get mad when you ask me to do things, and I'm really sorry. I think it would help if you'd wait till I've been home a while and am more relaxed. Then we could discuss the problems and decide who can do what. I think I get mad sometimes too, because I'm disappointed when I get something done and no one notices. I need a pat on the back when I get something done. I love you, and I think if we eliminate some of the problems here we'll be happier with each other. Does this make sense to you?

7. Possible follow-ups if the response isn't positive:

Offer to demonstrate simple techniques (eg. use of screwdriver); ask for other alternatives (try to solve the problem together; ask for understanding and agreement that there is a problem, even if she doesn't agree with your suggestions; point out if there were any times she handled something herself or gave you praise and comment on how nice that was.)

Unit III

Handout A14

ROLES ARE INTERCHANGEABLE

Check who did the parenting activities during your childhood under the "THEN" column. Mark who does the activities currently in your family under the "NOW" column. Have there been changes? Can there be changes? Should there be changes?

Dad		Mom		Someone Else		Who:
Then	Now	Then	Now	Then	Now	
						Buys clothes
						Gives out allowance
						Cares for during illnesses
						Does garden work with child
						Takes photos
						Teaches to ride a bike
						Reads to child
						Takes child to preschool
						Helps with schoolwork
						Goes to child's performances (plays, sports, music, etc.)
						Answers questions about sex, divorce, etc.
						Taught how to drive car
						Along for first major purchase (car, expensive coat...)
						Available for one-to-one talks
						Takes to ball games, sporting events
						Invites to accompany on routine activities for companionship
						Handles crises that develop in the family
						Talks about the wise use of money and savings
						Purchases gifts - birthday, Chistmas, etc.
						Instructs about proper behavior and etiquette

Developed by M. D. Burns

FAMILY LIFE CAN BE CENTER OF A MAN'S WORLD, TOO

"MEN'S FAMILY ROLE IS CHANGING"

APR 3 - 1980

By Victoria Irwin
Staff writer of
The Christian Science Monitor

Wellesley, Mass.
Today's man is new and improved, right? He is more sensitive, more willing to help with household chores, more involved with his children, and ready to say "No" to his company when work might interfere with family life.

Well, maybe. Statistics show that men did 42 minutes a week more housework and child care in 1975 than in 1965. Some sociologists say men are weigning company transfers with their family in mind rather than merely job advancement. And in a survey of married working men and women, just as many men as women said paid work conflicted with family life.

"The shift in male behavior is small," admits Dr. Joseph Pleck, program director at the Wellesley College Center of Research on Women. "There has been a slight increase in the amount of time men spend doing housework and child care."

But Dr. Pleck thinks the "slight increase" could be more significant than it looks on paper, considering the fact that families are smaller today and housework has been made easier by technology.

"And there is a substantial drop in the time women spend doing housework," he says. "Men are certainly doing a higher proportion of the work."

Dr. Pleck, who does his own studies on the changing role of men and reviews current studies done by other researchers, tells of a survey completed in 1975 that indicated that men with working wives do no more housework than men whose wives didn't work. But a later survey in 1977 seems to show that there has been some increase among husbands whose wives work.

Dr. Pleck disagrees with the traditional view of men as obsessed with paper work and jobs.

"The portrait seems to be true enough, but probably that is the case only with a minority of men." He says data on the impact of work on family life show that men have the same qualms as women – work often gets in the way.

"Men say things that indicate that their family is more significant than their job," Dr. Pleck says. "The quality of family life has more impact on his well-being than his job." Dr. Pleck points out that this doesn't always mean a man is more active with his family, but if society is going to devise strategies such as flexible work schedules to let men become more involved in family, then men may be ready to take them.

What is the impetus behind the changes in men's roles? There is a small but stable men's movement, as witnessed by the network of men's centers throughout the country, the national men's conferences that have been held annually since 1974, and the avalanche of publications on men's roles (Dr. Pleck has a resource list eight pages long of books, magazines, and movies concerning the role of men today).

"There are many factions in the movement," says Dr. Pleck. He gives an example of one faction that is interested in personal growth among men, such as exploring the stereotypes men were raised with. Another group's sole purpose is to support the women's movement.

But Dr. Pleck thinks the bulk of change has been brought about by concern over the status of the American family.

"The public is concerned whether the family [as an institution] is breaking up," Dr Pleck says.

The proportion of families that elect to have children has remained about the same in the past few years (about 70 percent), but these families have fewer children. There is also an increase in divorces and separations. Nearly 45 percent of the children born today will spend at least some of their childhood in a single-parent family, says Dr. Pleck.

One of the changes evoked by the women's movement has been to include women more fully in the basic American value of equality. The value of the family is also basic to Americans, and now men are being expected to share in that value.

Dr. Pleck also points to a historical change in families that has prompted a change in the man's role.

"In the early part of the century, the paid-work role was monopolized by men," he says. "Women's productivity was limited to support for her husband and taking care of the family."

Now that more and more women are entering the workplace, it is increasingly difficult for the traditional family to exist when work demands intrude. Increased involvement in household tasks and child care by men is one answer to this problem, along with new options in work schedules, job sharing, and parental leave for both men and women.

The idea that men can and should spend more time in a family relationship has hit a responsive chord, Dr. Pleck says. He has heard it called "Kramerization," after the popular movie "Kramer vs. Kramer" that follows a father's initiation into single parenthood.

And as men adopt new roles around the house, they have to learn to swallow male pride. When women's roles changed in the past decade, it was primarily toward tasks that have a higher monetary value, such as jobs and promotions, that weren't available before.

"The general dilemma for men is that their role change is in a direction that does not have the social rewards that the traditional path did," says Dr. Pleck. "But more are willing to try housework and child care because of the increasing value they put on family."

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Handout A16

WHAT MEN GIVE UP

THE COST OF THE CODE: WHAT MEN GIVE UP

1. Men who become highly involved in competition and winning can lose their perspective and good judgment. Competition by itself is not necessarily bad, and we've all enjoyed some competitive activities. But when a man tries to fulfill the male stereotype, and compete and win at any cost, he runs into problems. You've probably seen sore losers (and even sore winners) -- sure signs of overcommitment to competition. Real competitors have trouble making friends, because the're always trying to go "one-up" on their friends. And when cooperation is needed, true-blue competitors have a difficult time cooperating.
   The next time you see hockey players hitting each other with their hockey sticks or politicians or businessmen willing to do almost anything for a Senate seat or a big deal, you know that you are seeing some of the problems of the male sex role stereotype: an overcommitment to competition and the need to win at any cost.
2. Hiding emotions can hurt. For one thing, hiding emotions confuses people as to what someone's real feelings are. Men who hide their emotions can be misunderstood by others who might see them as uncaring and insensitive. And men who are always suppressing their feelings may put themselves under heavy psychological stress. This pressure can be physically unhealthy as well.
3. The heavy emphasis that the male stereotype puts on earning big money also creates problems. Some men choose careers they really do not like, just because the job pays well. Others choose a job which at first they like, only later to find out that they would rather do something else. But they stay with their jobs anyway, because they can't afford to earn less money.
   And, in trying to earn as much as possible, many men work long hours and weekends. Some even take second jobs. When men do this, they begin to lead one-track lives -- the track that leads to the office or business door. They drop outside interests and hobbies. They have less and less time to spend with their families. That's one reason why some fathers never really get to know their own children, even though they may love them very much.
4. Many men who are absorbed by competition, winning, and earning big bucks pay a terrible price in terms of their physical health. With the continual pressure to compete, be tough, earn money, with little time left for recreation and other interests, men find themselves much more likely than women to fall victim to serious disease. In fact, on the average, men die 8 years sooner than women. Loss of life is a high cost to pay for following the code of the male role stereotype.
5. Those boys and men who do not follow the male code of conduct may also find their lives more difficult because of this stereotype. For example, some boys choose to become nurses rather than doctors, kindergarten teachers rather than lawyers, artists rather than electricians. Social

pressure can make it terribly difficult for males who enter these nonstereotyped careers. Other boys and men feel very uncomfortable with the continual pressure to compete and win.
And some boys do not want to hide their feelings in order to project an image of being strong and tough. These males may be gentle, compassionate, sensitive human beings who are puzzled with and troubled by the male role stereotype. When society stereotypes any group -- by race, religion, or sex -- it becomes difficult for individuals to break out of the stereotype and be themselves.

Source: Sadker, David, Being A Man, A Unit of Instructional Activities on Male Role Stereotyping. U.S. Office of Education. Prepared under Contract 300-75-0256 for the Women's Program Staff, p. 17.

Handout A17

You Too, Can Become A Negotiator

> "Let us begin anew, remembering on both sides that civility is not a sign of weakness, that sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate."
>
> John F. Kennedy

1. Division of labor and decision making at home are governed by the same forces as those in industry: ability, energy, tradition and knowledge.

2. Because negotiation depends on communication, there are few guidelines to an individual in the day-to-day negotiating activities. Most people have learned to negotiate from their own limited personal experience, usually by trial and error.

3. Negotiation or a compromise is needed when neither person can do it alone, and neither is willing to do it all.

4. Negotiation is a bargaining process, a trade-off. It is giving in or giving up something to GET something. It is used when goals cannot be accomplished alone.

Drawn from "Current Issues in Family Living"
by Mary Dooley Burns

Handout A18

Tips on Negotiation

1. Communication is central to negotiation.

    * Ask questions to get information rather than leading questions which suggest an answer.

    * Give affirmative statements: "I understand how you feel" to let the other person know he has been heard and understood, the point is valid.

    * Use good listening skills in order to recognize the needs of your partner.

    * Notice nonverbal communication - tension, blushing, fidgetting, undue preoccupation, silence.

2. Begin with a list of what you want from your partner or family, and what you are willing to give up.

    * Each point should refer to a behavior, a conduct, something you or your partner does rather than is.

    * Each item should be specific and concrete rather than vague or general.

    * Each issue should involve behavior that will be observable, so there is never any question as to whether change has occurred.

3. Each review the list of what you want from your partner or family, distill the three or four most desired changes, and exchange with your partner.

4. When all are satisfied they understand each other's list, begin with something each person wants - what can you trade in return.

5. Bargains and negotiations are only good if all parties are willing to uphold them.

Developed by Mary Dooley Burns
Material drawn from "Current Issues In Family Living"

NEGOTIATION FORM

1. I will ____________________ ____________________	1. I will ____________________ ____________________
if you will ______________ ____________________	if you will ______________ ____________________
2. I will ____________________ ____________________	2. I will ____________________ ____________________
if you will ______________ ____________________	if you will ______________ ____________________
3. I will ____________________ ____________________	3. I will ____________________ ____________________
if you will ______________ ____________________	if you will ______________ ____________________

week of ________________

Penalties (Optional)

If woman slips, she agrees to ____________________	If man slips, he agrees to ____________________

Developed by M. D. Burns

Conflicts That Need ADJUSTMENT

The specifications of living together impose choices. Two people cannot go to the party and the concert together at the same time; they cannot rear children as Catholic and Protestant at the same time. They cannot spend the same money for slip covers and for a power mower. Such are among the kinds of differences which call for adjustments. Below are several conflict situations. What would you do in each situation.

1. A conflict where two senders want different things: The boss wants you to work on Saturday. However, you've promised to go to your children's ballgame.
2. Two roles that are incompatible: A husband wants his wife to earn more money at her job (overtime), but still wants her home for supper. Or a husband who likes the wife's earnings but still expects to get a good meal on the table each night.

How might the following approaches be used in the situations?

1. Consensus - both agree on a plan of action.
2. Pro-Social or Altruistic - A change should be made based on what is right, fair, just, good.
3. Self-Interest - Center discussion around how the boss or man would be better off or profit if a change were made.
4. Negotiative - Consider consessions and compromises, begin to bargain, haggle, and dicker.

Developed by M. D. Burns
Materiats drawn from The Negotiating Game, C. L. Karrass

Handout A21

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.[1]
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.
Women don't work as long or as regularly as their male coworkers; their training is costly -- and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

	Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most umemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Jobs, with extremely rare exceptions, are sexless. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given opportunities, women, like men, do cope with job responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determinig factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

Source: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C., March 1974.

Handout A22

SCALING DOWN: STRATEGIES FOR SUPERMOM

1. Assess where your partner and your family as a whole is at on a scale from traditional to egalitarian.

2. Make your spouse (if not a single supermom) your partner. Begin to talk about work-family issues and "test the waters" to see how he feels.

   For example:
   "What's most important to you: the housekeeping or spending time with the children" or "What areas of housekeeping (or child caring/rearing) do you think are most important?" or "What kind of life do you see us having five years from now - how will it change?"

3. Begin to limit what you do in areas you feel are not extremely important. When another family member questions you, offer choices.

   For example:
   "Which is most important to you - to have me iron your shirt now or fix your baseball uniform later - I do not have time to do both today."

4. Make opportunities to discuss the changes you are beginning to make.

   For example:
   At dinner you might say "I suppose you noticed I did not make the beds this morning - how does everyone feel about that?" or "In my class on working families the other day, I found out that many kids your age are keeping up their own rooms - if you were doing that, how often do you think a person should go through and pick up and put everything away? (not - Would you like to do that?) Do any of your friends take care of their own rooms - make their beds, pick up, etc.

5. Use "communication for change" and also work with partner to determine new rules - children don't have to be given the overall choice of whether or not to take on more responsibility - but they usually cooperate more effectively if you involve them in the planning process (this is true for adults as well). Keep in mind that children do better when the family is working together, eg. they may dust and vacuum but Mom (or Dad) is around (not gone shopping or resting) also working so the child feels a part of the "work of the family."

   eg. You may tell a child, "We (or I) feel you are grown up enough to share in the work of keeping up our home. There are several things here that we feel you could do a good job on, so Saturday morning we will work together to learn how to dust the furniture and vacuum the carpet. These will be your jobs to do."

6. Be honest with your partner - let him know changes are needed and that you feel he and other family members need to do more. Make specific suggestions of what he could do. If a partner is not willing to do more, you must make decisions of how to change yourself. First, institute a change you need to make (eg. not washing supper dishes until morning because you're a morning person and want the extra evening time to get some exercise) then prepare yourself to talk about your decision if questioned.

   eg. "I understand that you feel you should not have to do dishes, but I need to make a change in how I'm handling that alone. Since I need to get some exercise and enjoy that in the evening, I'm finding it easier to do supper and breakfast dishes together."

   If you receive a negative response, try to keep your patience, and develop some standard statements that support your decision to "scale down."

   eg. "Harry, we both work hard at our jobs and we both come home tired. I'm really feeling the effects of trying to do too much at home. I've got to find some ways to cope better." or "Harry, I feel really good about working and helping make us more financially secure, but I also feel I have a very important job as mother to give the kids more than their supper. They need time and attention from me - the house can wait, they can't."

   Also, it may be helpful to develop some statements encouraging his involvement and cooperation.

   eg. "I'd really like to sit down and talk with you about how things are going - we're in this together and we both have to share in managing our family."

7. Use the "self talk" techniques including affirmations and seek social support to help cope with this time of transition. You are working on changing yourself as well as having to handle the reactions you receive from others as they experience the impact of your change.

   Use these techniques to deal with feelings of guilt you may have about not continuing to be "supermom."

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Developed by J. Comeau, 1983.

Credo For A Recovering Supermom

"I have tried to be
all things to all people.

I don't want to do that any more.

I will explore with you the ways
we can make our family and
work lives compatible.

I will remember that I am still
a capable and loveable mom
even if the housework isn't done.

I will remind you that you have
skills and abilities to contribute
to our family.

I will love you, and nurture you
and expect the same in return.

I will take time to share in your
life and invite you to share
in mine."

J. Comeau, 1983

I Want a Wife

A Feminist Classic from the Early '70s

BY JUDY SYFERS

I belong to that classification of people known as wives. I am A Wife. And, not altogether incidentally, I am a mother.

Not too long ago a male friend of mine appeared on the scene fresh from a recent divorce. He had one child, who is, of course, with his ex-wife. He is obviously looking for another wife. As I thought about him while I was ironing one evening, it suddenly occurred to me that I, too, would like to have a wife. Why do I want a wife?

I would like to go back to school so that I can become economically independent, support myself, and, if need be, support those dependent upon me. I want a wife who will work and send me to school. And while I am going to school I want a wife to take care of the children. I want a wife to keep track of the children's doctor and dentist appointments. And to keep track of mine too. I want a wife to make sure my children eat properly and are kept clean. I want a wife who will wash the children's clothes and keep them mended. I want a wife who is a good nurturant attendant to my children, who arranges for their schooling, makes sure that they have an adequate social life with their peers, takes them to the park, the zoo, et cetera. I want a wife who takes care of the children when they are sick, a wife who arranges to be around when the children need special care, because, of course, I cannot miss classes at school. My wife must arrange to lose time at work and not lose the job. It may mean a small cut in my wife's income from time to time, but I guess I can tolerate that. Needless to say, my wife will arrange and pay for the care of the children while my wife is working.

I want a wife who will take care of *my* physical needs. I want a wife who will keep my house clean. A wife who will pick up after me. I want a wife who will keep my clothes clean, ironed, mended, replaced when need be, and who will see to it that my personal things are kept in their proper place so that I can find what I need the minute I need it. I want a wife who cooks the meals, a wife who is a *good* cook. I want a wife who will plan the menus, do the necessary grocery shopping, prepare the meals, serve them pleasantly, and then do the cleaning up while I do my studying. I want a wife who will care for me when I am sick and sympathize with my pain and loss of time from school. I want a wife to go along when our family takes a vacation so that someone can continue to care for me and my children when I need a rest and change of scene.

I want a wife who will not bother me with rambling complaints about a wife's duties. But I want a wife who will listen to me when I feel the need to explain a rather difficult point I have come across in my course of studies. And I want a wife who will type my papers for me when I have written them.

I want a wife who will take care of the details of my social life. When my wife and I are invited out by my friends, I want a wife who will take care of the baby-sitting arrangements. When I meet people at school whom I like and want to entertain, I want a wife who will have the house clean, will prepare a special meal, serve it to me and my friends, and not interrupt when I talk about the things that interest me and my friends. I want a wife who will have arranged that the children are fed and ready for bed before my guests arrive so that the children do not bother us.

And I want a wife who knows that sometimes I need a night out by myself.

I want a wife who is sensitive to my sexual needs, a wife who makes love passionately and eagerly when I feel like it, a wife who makes sure that I am satisfied. And, of course, I want a wife who will not demand sexual attention when I am not in the mood for it. I want a wife who assumes the complete responsibility for birth control, because I do not want more children. I want a wife who will remain sexually faithful to me so that I do not have to clutter up my intellectual life with jealousies. And I want a wife who understands that *my* sexual needs may entail more than strict adherence to monogamy. I must, after all, be able to relate to people as fully as possible.

If, by chance, I find another person more suitable as a wife than the wife I already have, I want the liberty to replace my present wife with another one. Naturally, I will expect a fresh, new life; my wife will take the children and be solely responsible for them so that I am left free.

When I am through with school and have a job, I want my wife to quit working and remain at home so that my wife can more fully and completely take care of a wife's duties.

My God, who *wouldn't* want a wife?

Judy Syfers is married and has two children. This article was originally published in the Preview Issue of "Ms." (Spring, 1972) and has since become a classic.

Illustration by Kimble Mead

Ms. Magazine (December, 1979) used by permission

Article A25

IN DESPITE OF CHILDREN

By Ellen Goodman

Somebody asked the question. Somebody always asks the question. It sits so near the surface of our thought that the slightest extra heat sends it percolating into the air.

"How do you manage work despite having a child?"

Despite. The work was casually slipped in among the other nouns and verbs, subtly added, as if it were just another conjunction, no more loaded than an "and."

Yet, suddenly, I had a vision of a million small "despites," lying in cribs that blocked some highway to achievement, like those metal barrels on the highways. I pictured a million school-age "despites," innocently tripping their mothers on their way to work. And it made me recoil.

Yet maybe it's time people began to talk about how children have also been good for their work.

I remember going back to my job when my own small "despite" was an infant. Suddenly I was no longer, in some recess of my mind, working "until" I had a child. Whatever had been tentative about my commitment became solid. If I wasn't doing this "until," it was time to do it better.

I'm not alone on this largely unmentioned route. I know many others who gave birth to a burst of ambition or creativity - women for whom childbearing also carried a bio-work-ethic.

For many, parenthood is a passage into maturity, the final internal assumption of adulthood. More than one woman has come through this feeling grown-up and bucking for a promotion.

We've noted that surge in fathers; it's often equally true of mothers. It's a common postpartum expression.

In years of watching working mothers, I've also seen women who move onto a whole new plane of efficiency. Pressure cuts through the nonessentials like a sharp pendulum. If work expands to fill the amount of time available, it also contracts to fill the lack of it. Working mothers take shorter coffee breaks.

I don't want to overdo all this and claim superiority for working mothers. But when people think of children as work traps, it's often because of faulty definitions. We have wrongly defined the "best worker" as the least encumbered; the one who is free to travel and work overtime, the one who has ties to no one but the corporation. We have regarded single-mindedness above all else.

But our work may, in fact, depend much more on skills that are reinforced by living with children: the ability to listen. The ability to judge and fill unexpressed needs. The experience of having benign authority. The juggling act of doing many things at the same time.

Child raising is a crash course in self-knowledge. It offers connections with a wider world and a deeper set of feelings. These are qualities that are rarely taught in business school and yet are essential in the business world.

But, beyond that, there is simply no way of separating out the working us from the parenting us. How do we manage our work "despite" our children? We are who we have become "because of" our children.

The part of our identity forged by them isn't housebound. It commutes with us to work. The part of us which knows new responsibilities, which has been shaken by new terrors, is also gainfully employed. Not just the part that punches in and out.

Our work and our children aren't worlds that oppose each other across a great "Despite." We need to choose the conjunctions that join, rather than divide, our lives. It's the only answer to The Question.

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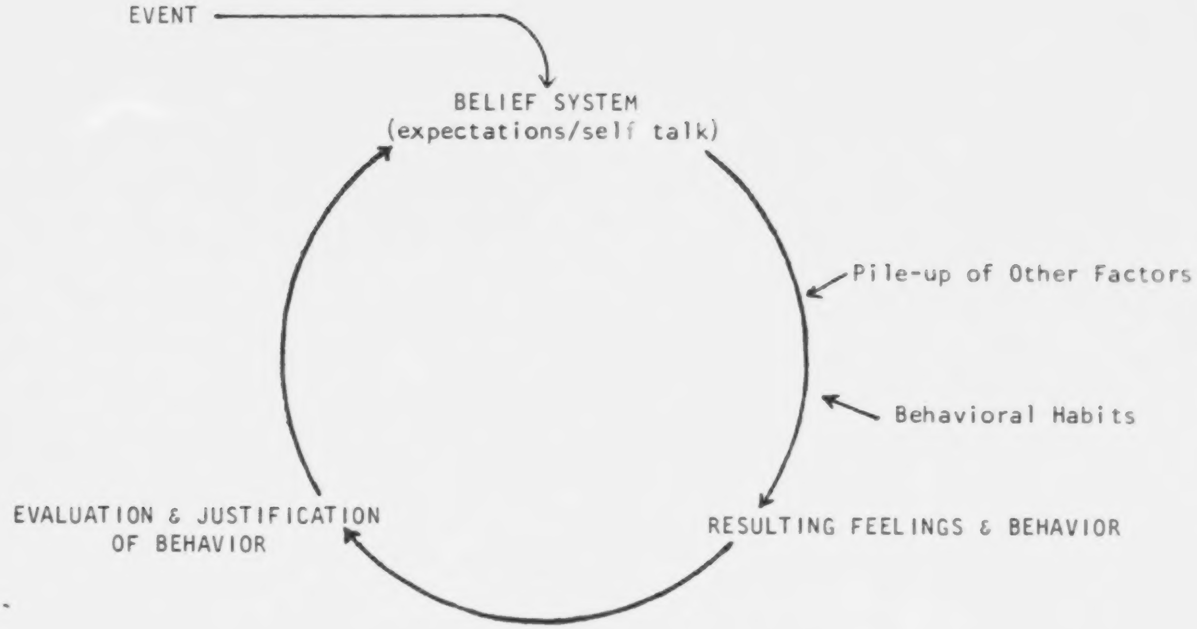
Handout A26

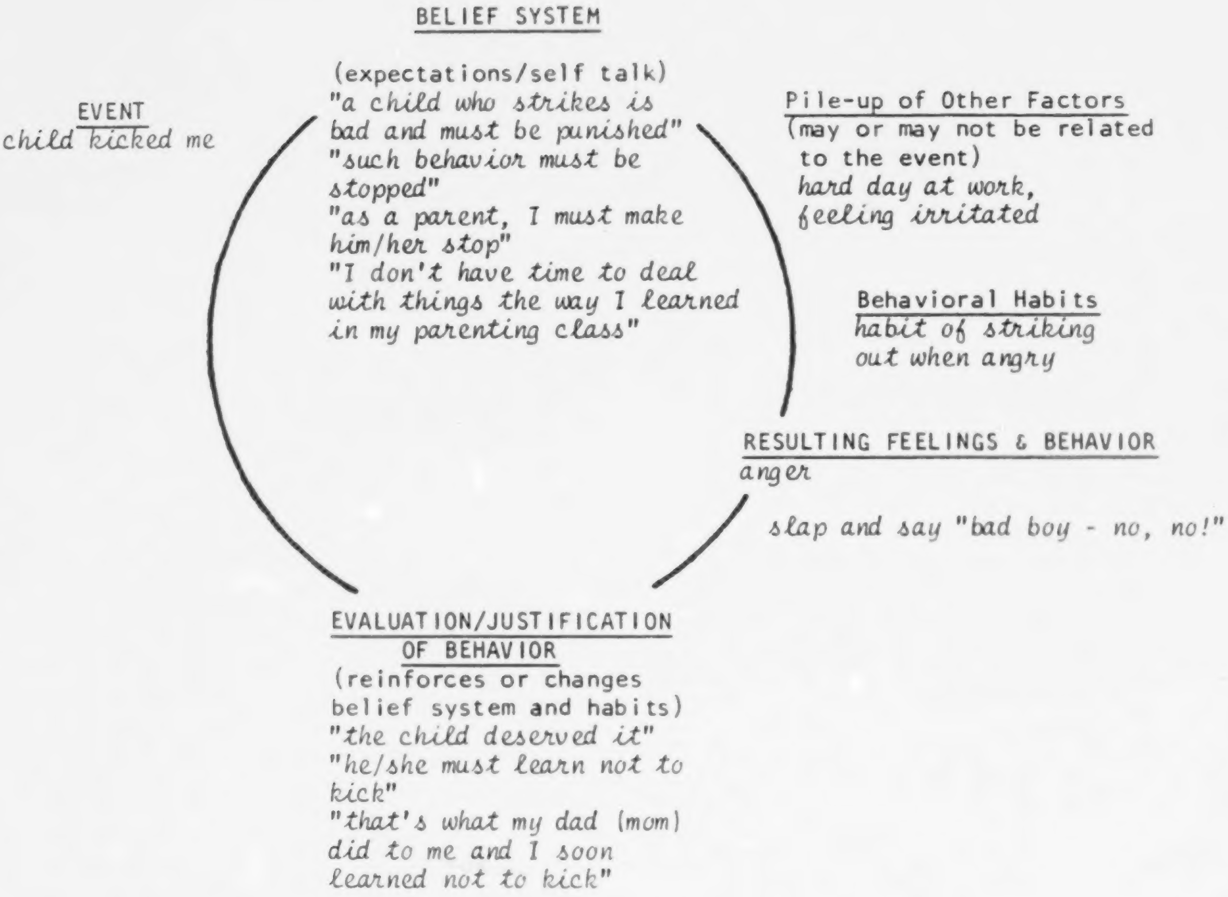
THE ANGER PROCESS



Emotions and the way we handle them are learned, are habits, and can be changed or modified in most cases.

Developed by J. Comeau, 1983

Handout A27



BELIEF SYSTEM

(expectations/self talk)
"a child who strikes is bad and must be punished"
"such behavior must be stopped"
"as a parent, I must make him/her stop"
"I don't have time to deal with things the way I learned in my parenting class"

Pile-up of Other Factors
(may or may not be related to the event)
hard day at work, feeling irritated

Behavioral Habits
habit of striking out when angry

RESULTING FEELINGS & BEHAVIOR
anger

slap and say "bad boy - no, no!"

EVALUATION/JUSTIFICATION OF BEHAVIOR
(reinforces or changes belief system and habits)
"the child deserved it"
"he/she must learn not to kick"
"that's what my dad (mom) did to me and I soon learned not to kick"

EVENT
child kicked me

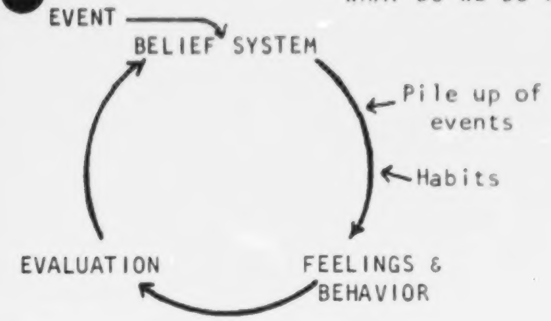
Once the process is brought into our awareness, we must begin to take responsibility for making ourselves angry and for choosing the behaviors we do.

If we decide anger is a problem - we can begin to change by "intervening" at one or all of the points in the process.

Developed by J. Comeau, 1983

Handout A28

WHAT DO WE DO WITH ANGER? - WHAT CAN WE DO?



Options:

A. Anger → express constructively
express destructively
diffuse constructively
diffuse destructively

B. Choose not to feel angry about the event. (Feel neutral and relaxed or identify a more appropriate feeling).

Option A. Anger -

Constructive Solutions:

expressing anger: Using our best communication techniques eg. being assertive not aggressive, using "I" messages, avoiding use of "red flag words" that upset the other person, sticking to the topic at hand, etc.

diffusing anger: Deciding that although the event may have made me feel angry, it was momentary and not worth pursuing; using physical action (walking, running, hitting a pillow, etc. to diffuse the physical tension accompanying anger; using the "I'd rather technique" (see part 2); using the "changing channels" technique (see part 2); getting away from the location or person; learning to feel genuine forgiveness.

Destructive Solutions:

expressing anger: "Dumping" your day (or week or years) of build up anger on someone who is an innocent bystander (eg. collect anger at work, dump at home or vice versa); attacking (verbally or physically) the other person in a conflict; seeking "revenge" (through such behaviors as being uncooperative, breaking or ruining something, spending money your family can't afford, etc.)

diffusing anger: Denying the feelings that are occuring (sometimes called "stuffing") - sometimes by actually eating, sometimes by using other labels for your anger eg. I'm just a little "irritated" or "irked" or "bugged" or "vexed" or "annoyed"; bringing into your recall old events you are still angry about and feeling angry all over again, then putting them away unresolved.

Option B. Choosing not to get angry about the event -

This involves changing our thinking process at the very beginning; consciously intervening at the stage where you run the event through your "perception screen." It involves adjusting your belief system.

Developed by J. Comeau, 1983

Handout A29

ANGER DIARY

Keep notes on what led to your angry feelings on this form. Then use this information to begin changing your anger habits. Make note of what you say to yourself in your anger and what you did.

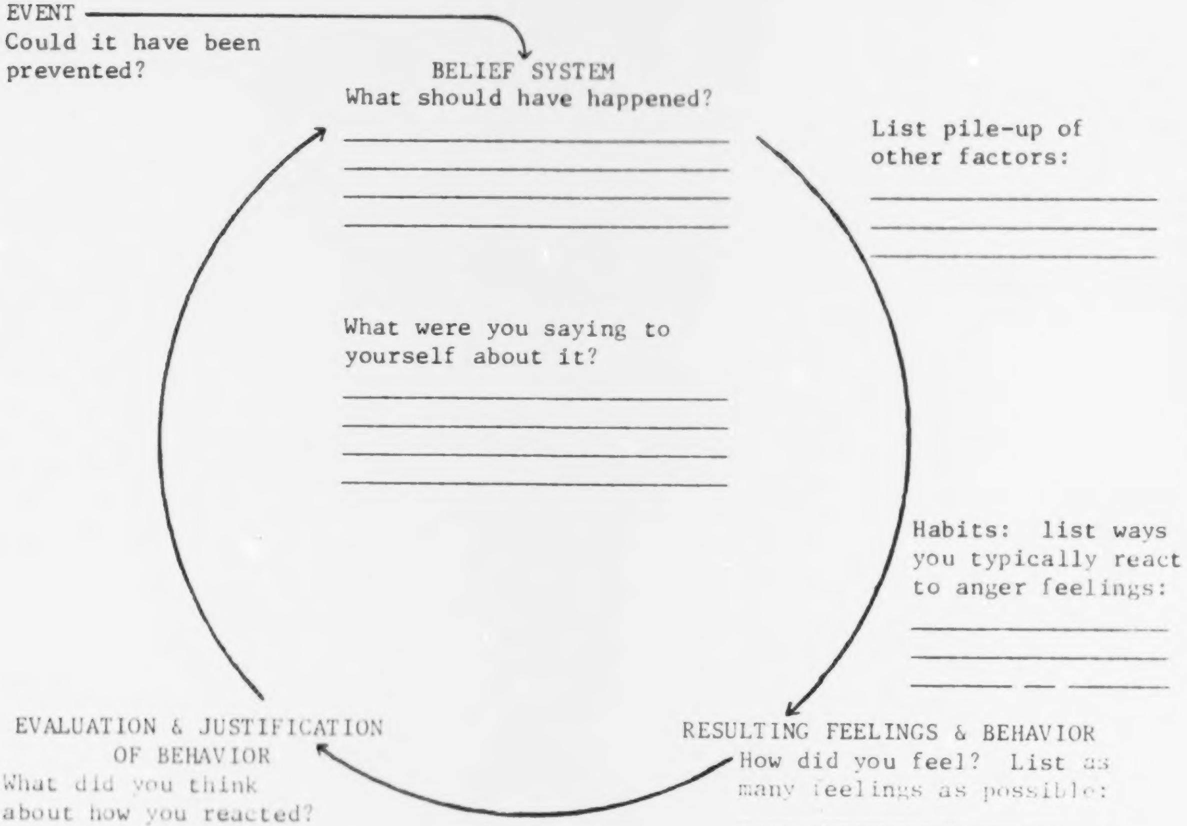
EVENT: what, why, when, what else was going on	How I felt, what I did and what I said to myself

Developed by J. Comeau, 1984

Handout A30

ANGER WORKSHEET

Select an event from your anger diary and complete the anger process diagram.



EVENT
Could it have been prevented?

BELIEF SYSTEM
What should have happened?

____
____
____
____

List pile-up of other factors:

____
____
____

What were you saying to yourself about it?

____
____
____
____

Habits: list ways you typically react to anger feelings:

____
____
____

EVALUATION & JUSTIFICATION OF BEHAVIOR
What did you think about how you reacted?

____
____
____

RESULTING FEELINGS & BEHAVIOR
How did you feel? List as many feelings as possible:

____
____
____

What did you do? List everything you did and said:

____
____
____

What options did you use? (see handout "What Do We Do With Anger - What Can We Do?")

Expressed Constructively	______
Expressed Destructively	______
Diffused Constructively	______
Diffused Destructively	______

How could I change my anger habits? Think about how you could intervene at each level - even if you wouldn't really do it. List new options then decide the best combination for the situation.

Intervene at BELIEF SYSTEM: How could I change my beliefs, expectations, standards, etc. so that this event would not have led to anger?

Intervene af FEELINGS & BEHAVIOR: Was I really feeling something else besides anger or instead of anger? What new action could I take when this kind of thing occurs? Could I have said something different?

Goal for next time - how I will act and speak differently:

Handout A31

HURDLES MEN ENCOUNTER

. . . IN BECOMING ACTIVE FATHERS TODAY

- The majority of fathers do very little child care.

- Society pressures men to stay in traditional roles. It does not make resistance to this idea easy or the practice easy.

- Consider external obstacles: inflexibility of the workplace; schools, pediatricians, and other professionals assume the mother to be the primary parent.

- Men receive critical comments on how they take care of their children. Such negativism dampens enthusiasm about shared parenthood.

- Society limits definition of fatherhood to provider and disciplinarian.

- Stories little boys read don't often show them how to be fathers.

- Sharing parenthood brings changes men are not sure they want i.e. - men give up "getting things done" when they are with kids.

- Men are used to leaving the house whenever they want to, without concern for who is supervising the children.

- In building relationships with children, men want and don't want partner's guidance.

Add yours:

Material drawn from: "Male Participation in Home Life..."
L. Lein, October 1979, Family Coordinator
by M. D. Burns

Exercise A32

EXPLORING MY FATHERING ROLE

1. Have I experienced the effects of the "father-knows-best" image?" How has it impacted my parenting experience?

2. What price do I pay for being only the provider in my family? (Or would I pay if I were the only provider?)

3. What do I lose if I am distant from my kid's daily lives?

4. What do I learn about myself when I really get involved in being a parent?

5. What are the attitudes at work about men being an active, involved parent? Do these attitudes and opinions affect my fathering?

Developed by M. D. Burns

UNIT III: MANAGING THE WORK FAMILY LIFESTYLE

Part B: Managing Stress

Content

1. Sources of Stress
2. Stages of Stress/General Coping Strategies
3. Stress/Burnout/Overload: Prevention and Management
4. Work - Family Stress: Managing and Balancing
5. Reading Resources

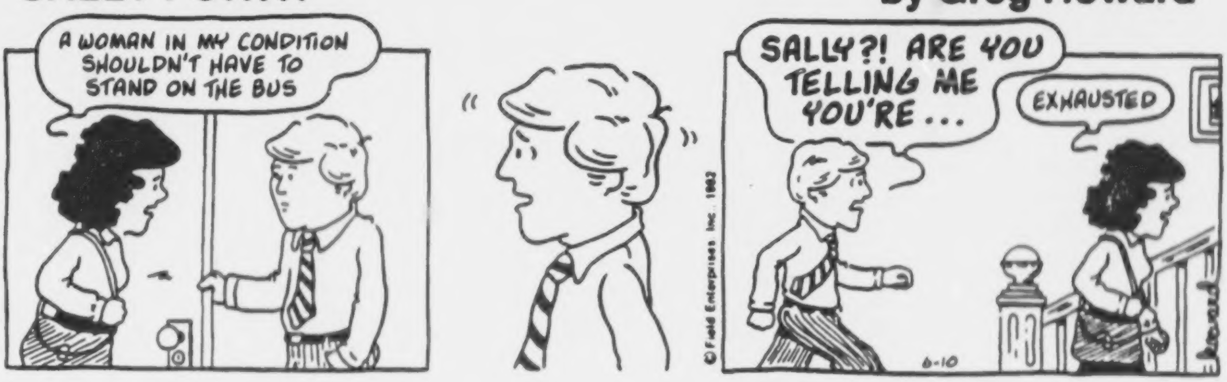
Objectives

Participants will:

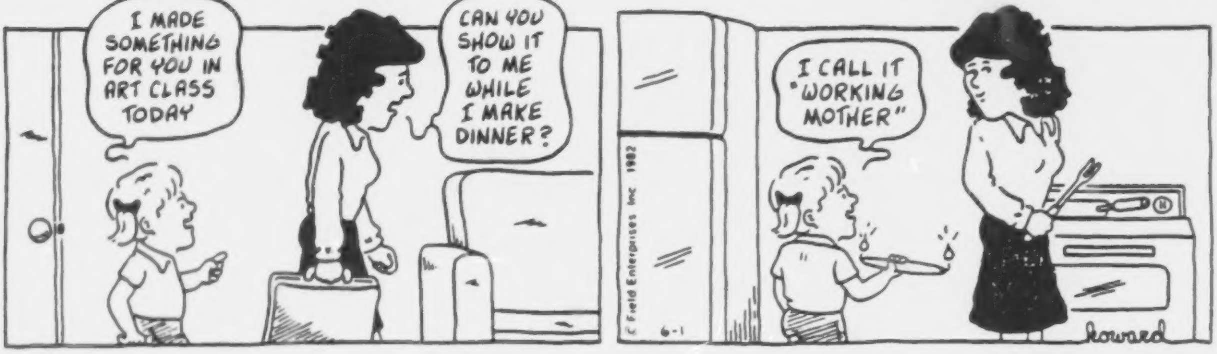
1. a. Understand relationship between life changes and stress
   b. Become aware of their own stress producers
   c. Recognize how the pile up of family life change events may result in distress
2. a. Recognize the three stage reaction to stress.
   b. Consider some suggestions for coping with stress
3. a. Recognize the differences between eustress and distress
   b. Learn about the symptoms, characteristics of burnout
   c. Identify some frustrations involved in individual burnout
4. a. Recognize "workaholic" behavior
   b. Consider work/family conflicts
   c. Learn the art of relaxation
   d. Learn some positive ways of dealing with overload

Also see Unit IV, Part B: Focus on individual Self-Esteem, "Handling Guilt," and Unit III, Part A: Understanding the Multiple Roles of Work and Family"

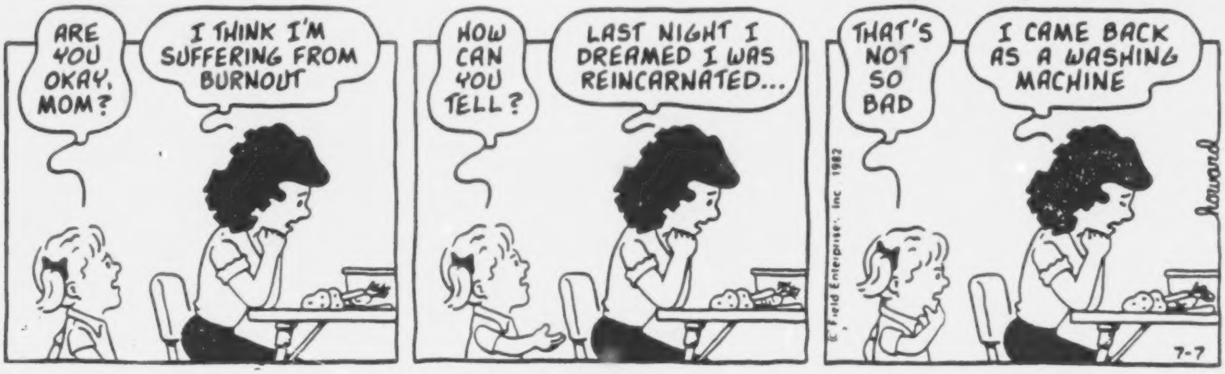
SALLY FORTH **by Greg Howard**


A WOMAN IN MY CONDITION SHOULDN'T HAVE TO STAND ON THE BUS
SALLY?! ARE YOU TELLING ME YOU'RE . . .
EXHAUSTED
© Field Enterprises, Inc. 1982
6-10
howard

SALLY FORTH **by Greg Howard**


I MADE SOMETHING FOR YOU IN ART CLASS TODAY
CAN YOU SHOW IT TO ME WHILE I MAKE DINNER?
I CALL IT "WORKING MOTHER"
© Field Enterprises, Inc. 1982
6-1
howard

SALLY FORTH **by Greg Howard**


ARE YOU OKAY, MOM?
I THINK I'M SUFFERING FROM BURNOUT
HOW CAN YOU TELL?
LAST NIGHT I DREAMED I WAS REINCARNATED...
THAT'S NOT SO BAD
I CAME BACK AS A WASHING MACHINE
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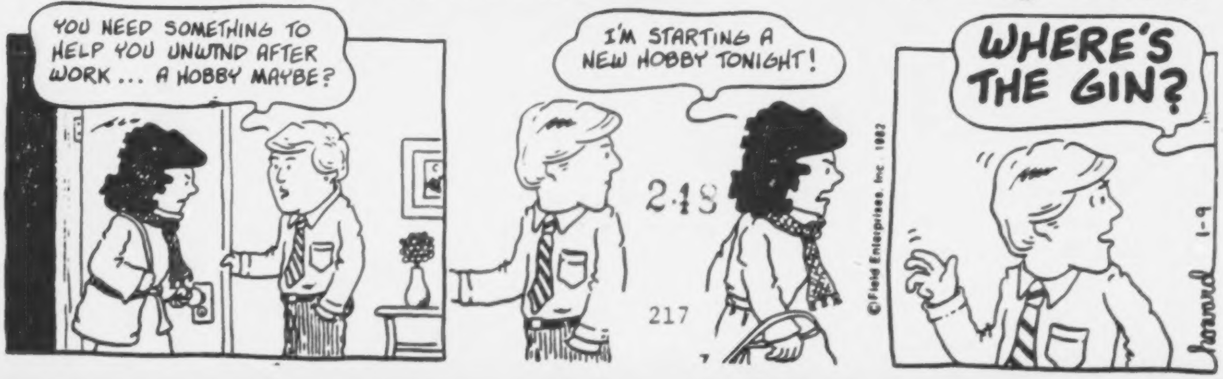
7-7
howard

SALLY FORTH BEST COPY AVAILABLE **by Greg Howard**


YOU NEED SOMETHING TO HELP YOU UNWIND AFTER WORK . . . A HOBBY MAYBE?
I'M STARTING A NEW HOBBY TONIGHT!
WHERE'S THE GIN?
© Field Enterprises, Inc. 1982
1-9
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Content

1. Sources of Stress

Being a working parent is one sure way to add a large dose of stress to a person's life. Usually mothers employed outside the home are the first victims of the stresses that conflicts between home and work create. But fathers are also beginning to feel the same kinds of stresses as their responsibilities, expectations, new demands, and personal desires grow.

Stress is our body's reaction to demands placed on it. It is not the demand, rather what it represents that causes stress. Change, conflict, or overload are the major causes of stress.

Thomas H. Homes, M.D. of the University of Washington has done extensive research on the effects of change. He found that various life changes produced differing degrees of stress. Holmes believes that the magnitude of accumulated stress is related to the probability of stress. It is important for family members, the worker and employer to understand this connection between the stress change brings on and the probability of illness and lost time on the job. When both parents are employed, the changes that occur simultaneously mount up.

Have participants take the Holmes Stress scale.

The pile up of family life events and changes also impacts on family members. Because the family functions as a system, there are many things that impact on all members even though the event or change actually focuses on one member.

When a family is experiencing many life changes and events as as a group it is hard to predict how that distress will be felt by the family. Individual members may differ both in how well they cope and to what extent they "take on" the stress of the whole family. Family communication may become more conflict oriented or members may withdraw.

Recognizing the fact that the family is experiencing a pile up is a first step to coping. Also, many changes can be anticipated and planned for, so that other events can be postponed.

(NOTE: It has been noted that external stress is a factor associated with child abuse. The overwhelming stress causes scapegoating - where parents blame their children or they are unable to face a disappointment and project onto their children resulting in child abuse. You may choose to use some child abuse information along with this unit on stress.)

When people are able to predict what will happen, steps can be taken to prepare for a situation. It may still be stressful, but the amount of stress experienced can be minimized. Complete unpreparedness can cause a complete shock reaction rather than stress.

The exercise entitled "Pinpoint Common Stress Producers" is designed to help participants try to get a handle on where their stress comes from - it may be several aspects of life interacting to create stress.

Application	Resources
"Holmes Stress Scale" Introduce and then distribute the scale and have participants score themselves. When all have finished, interpret scores. Caution those with a score of 300 or more to seriously consider reducing their stress. This exercise is one tool for parents to pinpoint and validate their stress. Participants may want to discuss how such joyous occasions such as a marriage or a vacation are rated on the stress scale. * If you have a score of 150 or less, you have only a 37% chance of getting sick within the next two years. * Should you score between 150 and 300, your chances of an illness increase to 51% within the next two years. * If you score over 300, there is serious danger - the odds are 80% you will get sick within the next two years, possibly within the next 6 months.	Handout B1: Social Readjustment Rating Scale, Thomas H. Homes
The SRRS (Social Readjustment Rating Scale) above was the model for a family stress instrument, FILE, Family Inven-Events. Participants may want to complete this inventory in addition to or instead of the SRRS. Point out that when the stress score is high on FILE, all family members are vulnerable to the physical, social and emotional strains that are associated with high stress events.	Exercise B2: "FILE Family Inventory of Life Events," Life McCubbin, Patterson, Wilson, University of Minnesota, 1981.
Note: An additional scoring sheet, "Personal and Family Stress Profiles" is included to complete when both inventories are used.	Handout B3: "Personal and Family Stress Profiles," McCubbin and Patterson, University of Minnesota, 1982.
Introduce and distribute the exercise "Pinpoint Common Stress Producers" Suggest to participants that stress may come from several aspects of life; work, family, self and community. Ask participants to review the components and add any of their own stress producers. A discussion around the components can be initiated either in small groups or in one large group.	Handout B4: "Pinpoint Common Stress Producers," from "The Dual Career Couple, Hall and Hall, Addison-Wesley, 1979.

2. Stages of Stress/General Coping Strategies

When we experience stress, there are physical as well as emotional and social effects. Hans Selye has discribed how the body responds to stress - whether the event is positive or negative.

The three stages in reaction to stress are Stage 1 - Alarm, Stage 2 - Resistance, Stage 3 - Exhaustion. Our natural defense system prepares the body for "fight or flight." The handout "Plain Talk About Stress" from the U.S. Department of Health Education and Welfare details this process and outlines 10 ways for "Getting a Handle on Stress and Distress."

Application

"Plain Talk About Stress" is an article developed by the National Institute of Mental Health. This article was written by Dr. Selye who has studied stress and believes our bodies have a three stage reaction to stress. (Put the following on the blackboard or a sheet of paper for all to see).

Stage 1:	Stage 2:	Stage 3:
Alarm	Resistance	Exhaustion

Have the participants think back to the last time they were under stress and help fill in some examples. Some suggestions for avoiding distress suggested by Dr. Selye are: (write out on the blackboard or chart)

- Seek work or tasks that you are capable of doing.
- Seek work or tasks that you really enjoy.
- Seek work or tasks that other people appreciate.

"Plain Talk About Stress" has been a included as a resource for the instructor and participants

"Getting a Handle on Stress and Distress" Pass out the exercise, give participants a few minutes to fill in the blanks then pull the group together for a discussion and information sharing.

Resources

Article B5: "Plain Talk About Stress," National Institute of Mental Health

Handout B6: "Getting A Handle on Stress and Distress"

3. Stress/Burnout/Overload: Prevention and Management

Distress and Eustress

Not all stress is bad, in fact, stress from emotional frustrations are more likely to produce ulcers than stress from physical work or exercise which tends to relax and help a person deal with mental stress. The stress that is bad stress is "distress," a stress that causes a person to constantly readjust or adapt. If distress lasts long enough, it can result in fatigue, exhaustion and even physical breakdown. Consider another kind of stress "Eustress," a stress that is exhilarating and helps a person do more than previously thought.

Stress - Burnout - Overload

Burnout occurs across the board, without regard to age, sex, discipline or formal training. Some of the sources of frustration leading to burnout have to do with personal satisfactions and rewards a person gets from the job. Other frustrations have to do with a person's effectiveness in doing the job. These causes or frustrations need to be dealt with rather than the symptoms of burnout.

Symptoms and causes for burnout can occur in other aspects of a person's life, not just the work environment.

Frustrations of Burnout

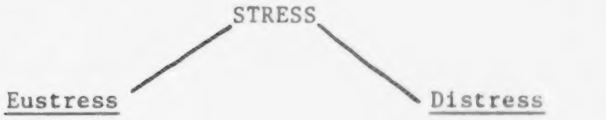
Frustration is the core of burnout. People who began a job giving people what they need, find they themselves are not getting what they want. Thus, they are not doing the job they set out to do.

Frustrations take awhile to build up, we may take some time to react to them, and they take a different kind of toll on each individual. People's frustrations have a way of pouring out in response to the "12-Point Planning Exercise.

Application

"Two Kinds of Stress" Diagram
The Eustress Distress Relationship for all to see.

"TWO KINDS OF STRESS"



Eustress: (Exhilarating, able to push ahead and do more than thought)

Distress: (Negative, on the job effects permeate other aspects of life)

Symptoms of Burnout

At Work and at Home: Point out that burnout symptoms can occur at home as well as on the worksite. Begin by displaying some of the burnout symptoms and ask the group to bring up others they are aware of.

Ask participants to brainstorm some symptoms they get which indicate they are approaching distress or are in "burnout." Include the following in the discussion: (Remember "Burnout" is individual.)

Resources

Handout B7: "Symptoms of Burnout," developed by Mary Dooley Burns

NOTES:

Application

"Symptoms of Burnout"

Note to participants that burnout is the result of an overreaction in our lives. It can be due to overwork or underwork.

This handout can be distributed and used as the basis for group discussion, or might be presented directly to participants with the handout given as a "take home test."

Encourage participants to share helps their particular employee gives to workers faced with burn-outie thru the Employee Assistance Program.

"12-Point Planning Board Exercise"

This exercise will help participants clarify frustrations and causes of burnout. When the list of common causes of burnout on the job is listed suggest participants transfer these ideas to the aspects of their lives that cause burnout. For example in the home these may also apply:

- NOT enough money
- TOO many hours
- TOO much mundane work
- NOT appreciated by children
- NOT appreciated by partner
- NO support for important decisions etc.

NOTE: the exercise has a Part I and Part II.

Resources

Handout B8: Symptoms of Burnout at work and Home," Developed by Mary Dooley Burns

Handout B9: "12-Point Plaiing Board Exercize," material drawn from Burnout: Stages of Disillusionment in the helping Professions, Edwick, Human Sciences Press, 1980

NOTES:

Application

Resources

PART I:
Instructions

Give each participant and 8½ X 11" piece of paper and ask them to tear it into 12 pieces.

Display: Common Causes of Burnout On the Job

- * Not enough money
- * Too many hours
- * Career dead-end
- * Too much paper work
- * Not sufficiently trained for the job
- * Not appreciated by clients
- * Not appreciated by supervisor
- * No support for important decisions
- * Powerlessness
- * System not responsive to client's needs
- * Bad ofice politics
- * Wild card

Instruct participants to write one of the common causes or frustrations leading to burnout on each sheet. The twelfth sheet is left blank as a "Wild Card." Here the person can call attention to any issue not covered in the standard list.

Wild card options are usually such things as: sexism, too much travel, no social life, isolated from co-workers. At home options might be: total responsisibility for children, no time for self, total responsibility for household up-keep, etc.

PART II

Divide participants into small groups and turn to Part II of the planning board exercise. Have participants individually rank frustrations and describe how it is experienced. Then have members in small groups share and brainstorm options for change. Pull the group back together for sharing, especially options for change.

Content

4. Work-Family Stress: Managing and Balancing

Are you a Workaholic?

Workaholism has been linked with a "Type A" person characterized as: hard-driving, impatient, great sense of time urgency, and results-oriented. The opposite pattern, "Type B" shows a lack of the above listed qualities and is seen as: more relaxed, easy-going, patient, takes time to enjoy "outside" of work activities and works steadily but not driven by lack of time.

Work-Family Strains

There are many points of contact between your job and family: your work shift, the influence of co-workers and relatives and the influence your job has on your self-image can all cause conflicts to arise.

People who work alternating shifts or overtime quickly feel they are out of "synch" with the other family members' schedules. Sometimes coming and going to each job does not overlap, and at other times, they provide for more opportunities for shared time.

Consider that workers spend forty or more hours a week with a small group of people. It's hard to avoid sharing points of view on life and families. Surveys have shown that friends, usually made on the job, are second only to relatives as an important source of information and help.

People's jobs have a tremendous influence on their self-image. For many success or failure on the job can become a person's most important measuring stick. When a major part of a person's life, time energy and talent is taken up by a job, it is easy to see how influential it is.

A person's job is just one part of life. It has a tremendous impact on everything a person thinks and feels, but it doesn't have to rule a person. As participants explore the effect of their job and their partner's job on the total family, have them check to see how well it fits with their over-all goals. When the job begins dictating the goals, a person may be headed for trouble. Some of this is tied to the realities of the job and cannot be readily changed. But much is tied to a person's attitude and that can be changed.

Application	Resources
"Are You a Workaholic?" is an exercise that will help participants begin to see how much time they are involved in work related activities. Distribute and ask participants to individually read thru the items. Lead a discussion around the life experiences of the participants.	Handout B10: Are You A Workaholic? The Two-Career Couple, Hall & Hall
"Jobs and Families" Pass out exercise to particpants, or use your own, or ask the group to brainstorm common situations where there are conflicting demands of employers, partners and children. Consider these areas: -A work shift is out of synch -Influence of co-workers -Indluence of children -Influence of Supervisor This exercise could be used as a jumping off point for a role play. Divide the group into 4 groups, give each group 10 minutes to discuss, cast and prepare to role play the situation for the entire group. With the entire group dicuss other endings or suggestions for each suggestion.	Handout B11: "Jobs and Familes, Getting it Together For Parents, Lois Bakwa - Evensen
"Managing a Dual-Employed Lifestyle" outlines 3 major areas of work-family stress: 1. Overload 2. Personal Identity Issues 3. Lack of Flexibiltiy in the Workplace Use this information for a mini-lecture or list the 3 areas on the board and use as the focus of a discussion, asking participants to share both the stresses and how they have coped with each type of stress.	Article B12: Managing a Dual-Employed Lifestyle," Denise Skimmer, Vocational Parent and Family Edcation, December, 1981

Art of Relaxation

Living a life filled with stress is not impossible. Rather than having a goal to eliminate stress, try a goal that would reduce stress in your life to a level that you can handle.

There are several characteristics of people who are happy with their jobs - both at work and at home. These people have:

1. Learned to pick their "wars" carefully. (Fight battles that are worth it, find a way everyone can "win," find a creative solution).
2. Keep goals sharply focussed. (Goals are reexamined periodically and warm up to situations slowly.)
3. Maintain either (consciously or unconsciously) a commitment to stay healthy. (Includes friendships, keeping hours in focus, exercise and relaxation).

Application

"Positive Ways Partners Can Deal With Overload"

The word "partner" is used rather than "spouse." Share with participants that partner can be "a significant other," a spouse, someone they are dating or a close friend. When both partners are working, both experience the stresses and challenges of balancing work and family.

Use the handout as a basis for a short presentation, then distribute to participants as a resource sheet.

Application

Provide the handout "Plain Talk About the Art of Relaxation" as an avenue to help keep people happy in their work as employees and parents. Relaxation involves doing something that is positive and satisfying - a feeling in which one experiences peace of mind. During relaxation, a person becomes sensitive to her basic needs for peace, self-awareness, thoughtful reflection and willingness to meet these needs rather than ignore or dismiss them.

Suggestions for learning the art of relaxation include: trying something different, daily practice and personal commitment. The secret of relaxing activities are those that: give pleasure, commit energies to total mental and physical well-being. Remember RELAXATION, not achievement, is the main reason for participation.

Resources

Handout B13: Positive Ways Partners Can Deal With Overload, Making It Together as a Two Career Couple, Shaevitz and Shaevitz

Handout B14: "Plain Talk About the Art of Relaxation," National Institute of Mental Health

NOTES:

5. Reading Resources

Stress

Parent Resources:

Burn-Out: Stages of Disillusionment in the Helping Professions, Jerry Edwick, Human Sciences Press, New York, 1980.

The Executive Parent, S. P. Hersh, Simon and Schuster, New York, 1979.

Getting It Together For Employed Parents, Lois Bakawa-Evenson, Iowa State University, 1978.

Making It Together As a Two-Career Couple, Majorie Hansen Shoevitz and Morton H. Shaevitz, Houghton Mifflin Co., Boston, 1980.

The Massage Book, Geroge Dowing, Random House - The Bookworks, New York, 1972.

"Plain Talk About the Art of Relaxation," DHEW Publication No. (ADM) 78-632, 1978.

Stress, Sanity and Survival, Robert L. Woolfalk and Frank C. Richardson, New American Library, New York, 1978.

Stress/Unstress How You Can Control Stress at Home and On the Job, Keith W. Sehnert, Augsburg Publishing House, Minneapolis, MN, 1981.

The Relaxation Response, Herbert Benson, Avon, New York, 1976.

Total Breathing, Philip Smith, McGraw-Hill, New York, 1980.

The Two-Career Couple, Francine and Douglas Hall, Addison-Wesley, Phillippines, 1975.

The Two-Pay Check Marriage, Caroline Bird, Simon and Schuster, New York, 1979.

When There is Crisis: Helping Children Cope with Change, Sandra M. Long and Barbara Batchelor, Indiana Association for the Education of Young Children, 1979.

The Work-Stress Connections: How To Cope with Job Burnout, James P. Spradley, Little Brown & Co., Boston, 1981.

Children's Resources

Dennis the Menace Coping with Family Stress, National Center on Child Abuse, Region V Resource Center, Graduate School of Social Work, University of Wisconsin - Milwaukee, Wisconsin, 53201.

Don't Worry, Dear, Joan Fassler, Behavioral Publications, New York, 1971. (Summary: A very little girl with an understanding mother grows out of thumbsucking, word repeating, bedwetting habits.)

I Have Feelings, Terry Berger, Behavioral Publications, New York, 1971. (Summary: Covers seventeen different feelings, both good and bad, and the situations that precipitated each one. Each feeling is presented by a situation, the feeling that results and finally by an explanation of that feeling.)

My Grandpa Died Today, Joan Fassler, Behavioral Publications, New York, 1971. (Summary: A boy learns about death for the first time.)

My Mom Travels A Lot, Caroline Feller Bauer, Frederick Warne, New York, 1981. (Summary: A child points out the good and the bad things about a mother's job that takes her from home a lot.)

SRRS

SOCIAL READJUSTMENT RATING SCALE

Thomas Holmes **Richard Rahe**

DIRECTIONS: Read each statement below and decide whether you experienced each event during the past year. Check YES or NO.

LIFE EVENTS	Experienced During Past Year YES	NC		YOUR SCORE
1. Death of spouse	☐	☐	100	☐
2. Divorce	☐	☐	73	☐
3. Marital separation	☐	☐	65	☐
4. Jail term	☐	☐	63	☐
5. Death of close family member	☐	☐	63	☐
6. Personal injury or illness	☐	☐	53	☐
7. Marriage	☐	☐	50	☐
8. Fired at work	☐	☐	47	☐
9. Marital reconciliation	☐	☐	45	☐
10. Retirement	☐	☐	45	☐
11. Change in health of family member	☐	☐	44	☐
12. Pregnancy	☐	☐	40	☐
13. Sex difficulties	☐	☐	39	☐
14. Gain of new family member	☐	☐	39	☐
15. Business readjustment	☐	☐	39	☐
16. Change in financial state	☐	☐	38	☐
17. Death of close friend	☐	☐	37	☐
18. Change to different line of work	☐	☐	36	☐
19. Change in number of arguments with spouse	☐	☐	35	☐
20. Mortgage over $10,000	☐	☐	31	☐
21. Foreclosure of mortgage or loan	☐	☐	30	☐
22. Change in responsibilities at work	☐	☐	29	☐

LIFE EVENTS	Experienced During Past Year YES	NO		YOUR SCORE
23. Son or daughter leaving home	☐	☐	29	☐
24. Trouble with in-laws	☐	☐	29	☐
25. Outstanding personal achievement	☐	☐	28	☐
26. Spouse begin or stop work	☐	☐	26	☐
27. Begin or end school	☐	☐	26	☐
28. Change in living conditions	☐	☐	25	☐
29. Revision of personal habits	☐	☐	24	☐
30. Trouble with boss	☐	☐	23	☐
31. Change in work hours or conditions	☐	☐	20	☐
32. Change in residence	☐	☐	20	☐
33. Change in schools	☐	☐	20	☐
34. Change in recreation	☐	☐	19	☐
35. Change in church activities	☐	☐	19	☐
36. Change in social activities	☐	☐	18	☐
37. Mortgage or loan less than $10,000	☐	☐	17	☐
38. Change in sleeping habits	☐	☐	16	☐
39. Change in number of family get-togethers	☐	☐	15	☐
40. Change in eating habits	☐	☐	15	☐
41. Vacation	☐	☐	13	☐
42. Christmas, Hanukah	☐	☐	12	☐
43. Minor violations of the law	☐	☐	11	☐
TOTAL SCORE				☐

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Handout B2

FILE

FAMILY INVENTORY OF LIFE EVENTS AND CHANGES

Hamilton I. McCubbin **Joan M. Patterson** **Lance R. Wilson**

DIRECTIONS: Read each statement below and decide whether it was experienced by you or any member of your family *during the past year. Check YES or NO.*
FAMILY MEANS A GROUP OF TWO OR MORE PERSONS RELATED BY BLOOD, MARRIAGE, ADOPTION AND/OR DEEP PERSONAL COMMITMENT.

FAMILY LIFE CHANGES	Experienced During Past Year YES	NO		YOUR SCORE
1. Increase of husband/father's time away from family	☐	☐	46	☐
2. Increase of wife/mother's time away from family	☐	☐	51	☐
3. A member appears to have emotional problems	☐	☐	58	☐
4. A member appears to depend on alcohol or drugs	☐	☐	66	☐
5. Increase in conflict between husband and wife	☐	☐	53	☐
6. Increase in arguments between parent(s) and child(ren)	☐	☐	45	☐
7. Increase in conflict among children in the family	☐	☐	48	☐
8. Increased difficulty in managing teenage child(ren)	☐	☐	55	☐
9. Increased difficulty managing school age children (6-12 yrs.)	☐	☐	39	☐
10. Increased difficulty managing preschool children (2-6 yrs.)	☐	☐	36	☐
11. Increased difficulty managing toddler(s) (1-2 yrs.)	☐	☐	36	☐
12. Increased difficulty managing infant(s) (0-1 yr.)	☐	☐	35	☐
13. Increase in the amount of "outside activities" which the child(ren) are involved in	☐	☐	25	☐
14. Increased disagreement about a member's friends or activities	☐	☐	35	☐
15. Increase in the number of problems or issues which don't get resolved	☐	☐	43	☐
16. Increase in the number of tasks or chores which don't get done	☐	☐	35	☐
17. Increased conflict with in-laws or relatives	☐	☐	40	☐
18. Spouse/parent was separated or divorced	☐	☐	79	☐
19. Spouse/parent has an "affair"	☐	☐	68	☐
20. Increased difficulty in resolving issues with a former or separated spouse	☐	☐	47	☐
21. Increased difficulty with sexual relationship between husband and wife	☐	☐	58	☐
22. Spouse had unwanted or difficult pregnancy	☐	☐	45	☐
23. An unmarried member became pregnant	☐	☐	65	☐
24. A member had an abortion	☐	☐	50	☐
25. A member gave birth to or adopted a child	☐	☐	50	☐
26. Took out a loan or refinanced a loan to cover increased expenses	☐	☐	29	☐
27. Went on welfare	☐	☐	55	☐
28. Change in conditions (economic, political, weather) which hurts the family business	☐	☐	41	☐
29. Change in Agriculture Market, Stock Market, or Land Values which hurts family investments and/or income	☐	☐	43	☐
30. A member started a new business	☐	☐	50	☐
31. Purchased or built a home	☐	☐	41	☐
32. A member purchased a car or other major item	☐	☐	19	☐
TOTAL (this page)				☐

over →

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FAMILY LIFE CHANGES	Experienced During Past Year YES	Experienced During Past Year NO		YOUR SCORE
33. Increasing financial debts due to over-use of credit cards	☐	☐	*31*	☐
34. Increased strain on family "money" for medical/dental expenses	☐	☐	*23*	☐
35. Increased strain on family "money" for food, clothing, energy, home care	☐	☐	*21*	☐
36. Increased strain on family "money" for child(ren)'s education	☐	☐	*22*	☐
37. Delay in receiving child support or alimony payments	☐	☐	*41*	☐
38. A member changed to a new job/career	☐	☐	*40*	☐
39. A member lost or quit a job	☐	☐	*55*	☐
40. A member retired from work	☐	☐	*48*	☐
41. A member started or returned to work	☐	☐	*41*	☐
42. A member stopped working for extended period (e.g., laid off, leave of absence, strike)	☐	☐	*51*	☐
43. Decrease in satisfaction with job/career	☐	☐	*45*	☐
44. A member had increased difficulty with people at work	☐	☐	*32*	☐
45. A member was promoted at work or given more responsibilities	☐	☐	*40*	☐
46. Family moved to a new home or apartment	☐	☐	*43*	☐
47. A child/adolescent member changed to a new school	☐	☐	*24*	☐
48. Parent/spouse became seriously ill or injured	☐	☐	*44*	☐
49. Child became seriously ill or injured	☐	☐	*35*	☐
50. Close relative or friend of the family became seriously ill	☐	☐	*44*	☐
51. A member became physically disabled or chronically ill	☐	☐	*73*	☐
52. Increased difficulty managing a chronically ill or disabled member	☐	☐	*58*	☐

FAMILY LIFE CHANGES	Experienced During Past Year YES	Experienced During Past Year NO		YOUR SCORE
53. Member or close relative was committed to an institution or nursing home	☐	☐	*44*	☐
54. Increased responsibility to provide direct care or financial help to husband's and/or wife's parent(s)	☐	☐	*47*	☐
55. Experienced difficulty in arranging for satisfactory child care	☐	☐	*40*	☐
56. A parent/spouse died	☐	☐	*98*	☐
57. A child member died	☐	☐	*99*	☐
58. Death of husband's or wife's parent or close relative	☐	☐	*48*	☐
59. Close friend of the family died	☐	☐	*47*	☐
60. Married son or daughter was separated or divorced	☐	☐	*58*	☐
61. A member "broke up" a relationship with a close friend	☐	☐	*35*	☐
62. A member was married	☐	☐	*42*	☐
63. Young adult member left home	☐	☐	*43*	☐
64. A young adult member began college (or post high school training)	☐	☐	*28*	☐
65. A member moved back home or a new person moved into the household	☐	☐	*42*	☐
66. A parent/spouse started school (or training program) after being away from school for a long time	☐	☐	*38*	☐
67. A member went to jail or juvenile detention	☐	☐	*68*	☐
68. A member was picked up by police or arrested	☐	☐	*57*	☐
69. Physical or sexual abuse or violence in the home	☐	☐	*75*	☐
70. A member ran away from home	☐	☐	*61*	☐
71. A member dropped out of school or was suspended from school	☐	☐	*38*	☐

TOTAL (this page) ☐
TOTAL (first page) ☐

TOTAL SCORE ☐

Handout B3

PERSONAL AND FAMILY STRESS PROFILES

On **SRRS** and **FILE**, there are numbers printed beside each row of boxes. These numbers, called **stress scores**, represent the average adjustment most people think this event would require when experienced by a person or family.

For every statement you checked "YES", write the **stress score** in the box in the column titled "YOUR SCORE".

For example, on **SRRS**,

	YES	NO		YOUR SCORE
12. Pregnancy	☑	☐	40	40

REMEMBER: Record your scores only for those events which you experienced last year.

SRRS
TO DETERMINE YOUR
PERSONAL LIFE CHANGE SCORE

Add up all the scores you just wrote in the boxes on **SRRS**. Write the Total below and compare it to the range of scores for other people to see if you are at low, moderate or high risk.

FILE
TO DETERMINE YOUR
FAMILY LIFE CHANGE SCORE

Add up all the scores you just wrote in the boxes on **FILE**. Write the Total below and compare it to the range of scores for other families to see if your family is at low, moderate or high risk.

PERSONAL LIFE CHANGE SCORE ☐		FAMILY LIFE CHANGE SCORE ☐
HIGH RISK 301+	Check with your counselor. Take care of yourself and your family.	HIGH RISK 750+
MODERATE RISK 151-300	Be careful. Protect yourself and your family.	MODERATE RISK 501-749
LOW RISK 0-150	Relax a little. This looks okay for yourself and your family.	LOW RISK 0-500

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Unit III Handout B4

Pinpoint Common Stress Producers

The following list should help you pinpoint your individual stress producers. It may very well be that several aspects of your life may be interacting to create stress. Therefore, check all situation, events, or demands that are possible sources of stress for you.

WORK COMPONENTS

☐ The nature of your job
☐ Relationships at work
☐ Dissatisfaction with a job
☐ Change of job duties or responsibilities
☐ Professional organization responsibilities
☐ Career development/concerns about future
☐ Travel/commuting
☐ Other:

SELF COMPONENTS

☐ Leisure needs, desires
☐ Personal development goals
☐ Education/training demands
☐ Recreation needs/desire
☐ Your own attitudes
☐ Other:

FAMILY COMPONENTS

☐ Effects of partner's career on you
☐ Your responsibilties as spouse/partner
☐ Parent responsibilties/concerns
☐ Kinship and family responsibilities
☐ Maintaining home responsibilities
☐ Financial obligations
☐ Support for home/child care
☐ Other:

SOCIAL AND COMMUNITY

☐ Relationship building/maintenance
☐ Entertaining
☐ Social Obligations
☐ Community organizations
  ☐ Schools ☐ Political
  ☐ Religious ☐ Charity
  ☐ Other:

Material drawn from The Dual Career Couple, Hall and Hall Addison-Wesley, 1979.

PLAIN TALK ABOUT stress

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- **A 19-year-old girl learns her boyfriend has been killed in an auto accident.**
- **A businessman loses an important business deal to his competitor.**
- **An athlete receives a first-place award for his efforts in a track event.**
- **A 15-year-old boy approaches a girl to ask her out for the first time.**

What do all of these people and situations have in common? *Stress.* This may surprise you because the last two situations both involve happy events. The fact is that it doesn't matter whether the situation is pleasant or unpleasant according to Hans Selye, M.D. What counts is the intensity of the demand it places on you to readjust. Dr. Selye, a Montreal, Canada, physician and author of several books on stress, calls these incidents "stressors."

He states that the physical reaction of the body to stress is basically the same, regardless of the stressor. Furthermore, he feels that the only complete freedom from stress is death. Humans thrive on stress because it makes life more interesting.

No matter what you are doing, you are under some amount of stress. Even while you sleep, your body must continue to function and react to the stress imposed by dreaming. Stress comes from two basic forces—the stress of physical activity and the stress of mental/emotional activity. It is interesting to note that stress from emotional frustration is more likely to produce disease, such as ulcers, than stress from physical work or exercise. In fact, physical exercise can relax you and help you deal with mental stress.

Stress or Distress

Then would it be true to assume there is no such thing as bad stress? Dr. Selye feels that there is a type of stress that can be harmful. He calls it *distress.* Distress is continual stress that causes you to constantly readjust or adapt. For example, having a job you do not like can be constantly frustrating, and frustration is "bad" stress. If this distress lasts long enough, it can result in fatigue, exhaustion, and even physical or mental breakdown. The best way to avoid it is to choose an environment that allows you to do the activities you enjoy, that are meaningful to you. Your friends, your work, and even your future mate can be sources of challenging good stress or harmful distress.

Dr. Selye also believes that the absence of work is not necessarily a way to avoid stress. An example of this is the retired person who has nothing to do. Boredom then becomes an enemy capable of causing tremendous distress. Work is actually good for you as long as you can achieve something by doing it. It will only wear you out if it becomes frustrating because of failure or a lack of purpose.

To avoid distress, you should seek work or tasks that:

a. You are capable of doing
b. You really enjoy
c. Other people appreciate

Body Reactions to Stress

Regardless of the source of stress, states Dr. Selye, your body has a three-stage reaction to it.

Stage 1—Alarm
Stage 2—Resistance
Stage 3—Exhaustion

In the *alarm stage,* your body recognizes the stressor and prepares for fight or flight. This is done by a release of hormones from the endocrine glands. These hormones will cause an increase in heartbeat and respiration, elevation in blood sugar level, increase in perspiration, dilated pupils, and slowed digestion. You will then choose whether to use this burst of energy to fight or flee.

In the *resistance stage,* your body repairs any damage caused from the stress. If, however, the stressor does not go away, the body cannot repair the damage and must remain alert.

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This plunges you into the third stage—*exhaustion.* If this state continues long enough, you may develop one of the "diseases of stress," such as migraine headaches, heart irregularity, or even mental illness. Continued exposure to stress during the exhaustion stage causes the body to run out of energy, and may even stop bodily functions.

Since you cannot build a life completely free from stress or even distress, it is important that you develop some ways of dealing with stress.

Getting a Handle on Stress and Distress

Recognizing that stress has a lifelong influence on you, what can you do about handling it? Doctors have come up with a few suggestions on how to live with stress.

1. Work off stress—If you are angry or upset, try to blow off steam physically by activities such as running, playing tennis, or gardening. Even taking a walk can help. Physical activity allows you a "fight" outlet for mental stress.

2. Talk out your worries—It helps to share worries with someone you trust and respect. This may be a friend, family member, clergyman, teacher, or counselor. Sometimes another person can help you see a new side to your problem and thus, a new solution. If you find yourself becoming preoccupied with emotional problems, it might be wise to seek a professional listener, like a guidance counselor or psychologist. This is not admitting defeat. It is admitting you are an intelligent human being who knows when to ask for assistance.

3. Learn to accept what you cannot change—If the problem is beyond your control at this time, try your best to accept it until you can change it. It beats spinning your wheels, and getting nowhere.

4. Avoid self-medication—Although there are many chemicals, including alcohol, that can mask stress symptoms, they do not help you adjust to the stress itself. Many are habit-forming, so the decision to use them should belong to your doctor. It is a form of flight reaction that can cause more stress than it solves. The ability to handle stress comes from within you, not from the outside.

5. Get enough sleep and rest—Lack of sleep can lessen your ability to deal with stress by making you more irritable. Most people need at least seven to eight hours of sleep out of every 24. If stress repeatedly prevents you from sleeping, you should inform your doctor.

6. Balance work and recreation—"All work and no play can make Jack a nervous wreck." Schedule time for recreation to relax your mind. Although inactivity can cause boredom, a little loafing can ease stress. This should not be a constant escape, but occasionally, you deserve a break.

7. Do something for others—Sometimes when you are distressed, you concentrate too much on yourself and your situation. When this happens, it is often wise to do something for someone else, and get your mind off of yourself. There is an extra bonus in this technique—it helps make friends.

8. Take one thing at a time—It is defeating to tackle all your tasks at once. Instead, set some aside and work on the most urgent.

9. Give in once in awhile—If you find the source of your stress is other people, try giving in instead of fighting and insisting you are always right. You may find that others will begin to give in, too.

10. Make yourself available—When you are bored and feel left out, go where the action is! Sitting alone will just make you more frustrated. Instead of withdrawing and feeling sorry for yourself, get involved. Is there a play or musical coming up? Chances are they will need help back stage. Get yourself back there and somebody will probably hand you a hammer or paint brush.

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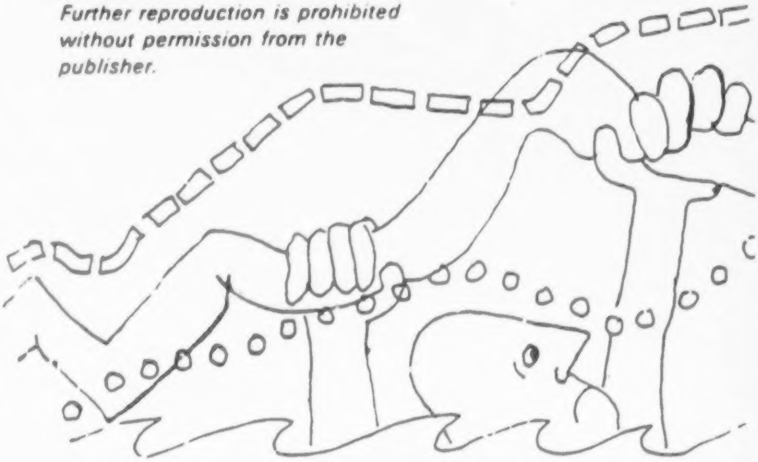

Recognizing stress as an ongoing part of life may well be the first step in dealing with it. Turn stress into a positive force and let it make life more interesting.

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Handout B6

GETTING A HANDLE ON STRESS AND DISTRESS

Personalize this sheet. Check yourself in each area: what are you currently doing, how might you implement the suggestions.

1. Work off stress.
2. Talk out your worries.
3. Learn to accept what you cannot change.
4. Avoid self-medication.
5. Get enough sleep.
6. Balance work & recreation.
7. Do something for others.
8. Take one thing at a time.
9. Give in once in awhile.
10. Make yourself available.

Adapted by M. D. Burns from "Getting A Handle on Stress and Distress, NIMH.

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Handout B7

CHARACTERISTICS OF BURNOUT

Overload, or burnout is very individualized and generally occurs or is a result of an overreaction in our life. Stress or tension energizes us to carry on, it is good and needed, but it is important to look at extraordinary stress. "Burnout" can be due to either overworked or underworked conditions.

Some characteristics of burnout due to overwork are:

"Workaholic"

Cancels personal activities to get the work out

Works through lunch and coffee breaks

"Savior complex"

Carrying too much - making judgements about what others want and need

Always carries an overloaded briefcase

Has an overdeveloped sense of responsibility

Fear or reluctance to delegate

Perfectionist

Fails to prioritize

*When it feels like your life is one long staff meeting, it's time to stop.

Some characteristics of burnout due to underwork are:

Lose interest in hobbies and other outside projects

Bored, apathetic, much in life is insignificant

Often see a flip-flop of wishes:
- * Urban professionals want to live in the country
- * Welfare worker wants to get an assembly line job

Boredom in a job that is highly repetitive:
key punch, bookkeeper

Boredom in a job where a person is highly underemployed.
Political Science professor working in the welfare department as an eligibility technician.

**Add yours on the reverse side.

Handout B8

SYMPTOMS OF BURNOUT AT WORK AND AT HOME

-Withdrawal from friends, no coffee time

-Need 10, 12, 13 hours of sleep

-Hate Monday mornings

-Anger, mumbles to self a lot

-Blows up, inappropriate anger

-Physical illness: colds, rashes, headaches

-Avoidance of getting up and going to work

-Sleeplessness

-"Lock" on a problem - 90% of waking hours or wake up at night and ponder it

-Full of indecision

-Psychosomatic, depending on stress, get a certain type of illness, ie. asthma

-Become cynical

-Reduced social activities

-Increased accident prone

-Sense of confusion, panic

-Tardiness and absence, leave or want to leave work early

-Feeling sorry for self, feel used, resentful

Developed by M. D. Burns.

Handout B9

12-POINT PLANNING BOARD EXERCISE

Part II:

1. Rank each of your frustrations in order of importance.
2. Describe how you experience each of the frustrations.
3. Brainstorm with others in your group options for change.

Frustrations/causes of burnout	How do you experience this frustration. What are your clues, behaviors, give examples	What are some possible options for change

Material drawn from: Burnout: Stages of Disillusionment in the Helping Professions, Edwick, Human Sciences Press, 1980.

Handout B10

ARE YOU A WORKAHOLIC?

In order to evaluate whether you are a potential workaholic, ask yourself the following questions.

____yes ____no Are you the last one out of the office?

____yes ____no Are you regularly bringing work home with you?

____yes ____no Do you have a hard time fitting in your vacation time?

____yes ____no Are you a "loner" among friends and co-workers?

____yes ____no Do you have nonjob related outside activities?

____yes ____no Is all your reading work related?

____yes ____no Do you feel there is never enough time for what you hope to accomplish?

____yes ____no Are you a strong competitor where even in games with your family you compete to win?

____yes ____no Are you an impatient person?

____yes ____no If you quit your job tomorrow, would it take several people to replace you?

Material drawn from: The Two-Career Couple Hall & Hall.

Handout B11

JOBS AND FAMILIES

If you were in the following situations, how would you cope with the situation?

1. "Out of Synch"
Your partner has decided, and you agree it is important, to take a class after work in order to be in line for advancement. Since your partner arrives home later than usual three nights a week, you serve the children early and clean up the kitchen. Then your partner arrives, eats and leaves the kitchen in a mess - which you clean up. You feel that all you do when you get home is cook, serve, clean up one shift, just in time for the next shift and a repeat of the scene.

2. "Influence of Co-workers"
You have just landed a new job where you start work at 3:00 p.m. Your co-workers all arrive at 2:00 p.m. to have coffee together and congregate. You and your partner have a commitment to co-parenting. So you spend your time with the preschool age children and doing things around the house in the morning and early afternoon. You've saved the hour before work for yourself. As a result you get to work about ten minutes before the shift starts. Your co-workers (about 30 in all) are aware of the situation and are always bringing up the discrepancy between their situations and yours.

3. "Influence of Children"
Your nine year old child has been excelling in swimming and the instructor feels your child could make the swim team with a bit more lessons and practice. Your child's grandparents (your in-laws) remark at what a wonderful opportunity. You have arranged for your child to go to an excellent family day care home for the summer months. In order to arrange the swimming lessons you would have to leave for work one half hour earlier three mornings a a week and use your lunch hour to pick up your child and drive to the family day care home. You keep your lunch period sacred - it's your only time during the day that's just for you.

4. "Your Job Influences Your Self-image"
Your office is short one person and the personnel department has been looking for a person, but the process is lagging on. In the meantime you have been covering this position. You have been doing two jobs. The added responsibility has meant more time at work and the added stress has zapped your energy. Your family tells you that you are "burning the midnight oil" and they feel your exhaustion and weariness when you arrive home. You like the extra recognition you receive from your boss, but nothing has been said about any type of "concrete" recognition or remuneration for your efforts.

Materials drawn from: "Getting It Together For Parents," by Lois Bakwa - Evensen, Iowa State University Extension.

Vocational Parent & Family Education

NUMBER 10 DECEMBER, 1981

Managing a Dual-Employed Lifestyle

by Denise Skinner

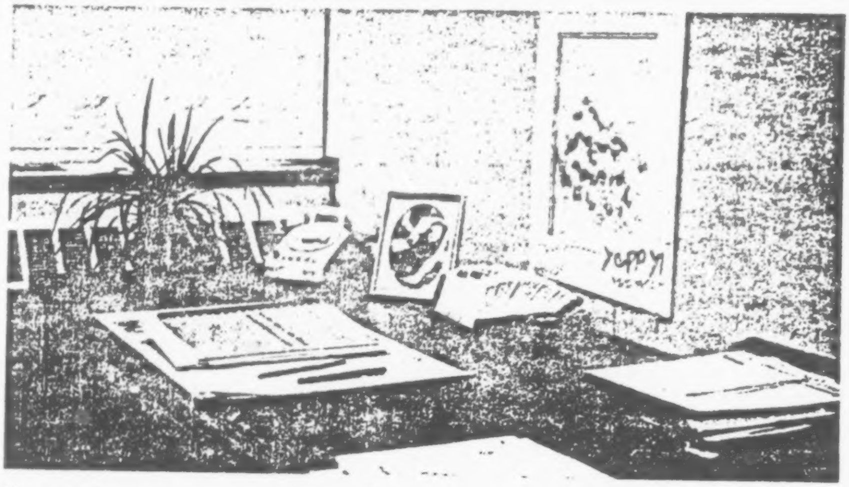
The dual-employed family is becoming an increasingly common lifestyle today. As more and more women seek increased education and training, as sex roles become more flexible and sex-role equality continues to be emphasized, as the increased cost of living compels both spouses to work, the number of dual-employed families will, in all likelihood, continue to rise.

However, a significant feature of dual-employed living is that it is associated with considerable stress and strain. The often competing demands of the world of work and those of a full family life present a number of challenges for dual-employed family members. The common stressors of such families might be summarized as follows:

1. **Overload** resulting from combining the considerable responsibilities of two jobs, children, a marriage, and the home. These demands require most, if not all, of the time and energy of dual-employed couples. Many such couples attempt to cope with this problem by hiring help (for child care or other domestic tasks), using labor- and time-saving devices, and reorganizing household roles with the husband and children taking on more of what has traditionally been the wife's responsibility.

2. **Personal identity issues** stemming from traditional sex-role socialization and stereotyping which suggest that the man "should" be the breadwinner and the woman "should" be the fulltime homemaker. These norms create stress for some dual-employed individuals. Couples cope with this strain by clearly separating work and family roles, compromising occupational goals at certain life cycle stages, as well as maintaining an optimistic outlook on their lifestyle.

3. **The lack of flexibility in the workplace** also creates strain for dual-employed families. Rigid work hours, problems of occupational mobility or immobility, and the assumption that the employee will forget about home and family matters while on the job, are just a few of the stringent work expectations which may be difficult for a dual-employed family to manage. Some employees are individually negotiating work arrangements which will reduce or remove some of this stress. Flexible scheduling, job sharing, and split location employment can be utilized by couples whose employers provide such flexible work policies.



"artwork and photographs of children are evidence of the overlapping roles of work and family"

Implications for Educators

Family life professionals will increasingly be involved (both personally and professionaly) with dual-employed families. Therefore, it would be valuable to understand the special challenges dual-employed living presents as well as the coping strategies such families have used to successfully manage their lifestyle. Educational programs designed to deal with balancing work and family as well as courses that facilitate parenting and management of family life can enhance the dual-employed lifestyle and provide a supportive structure for the mutual sharing of concerns and coping skills.

Each family life professional also has the opportunity to serve as a spokesperson for social policy and institutional changes which would positively affect the functioning of dual-employed families. Societal changes which would increase the quantity and quality of all kinds of services (educational, domestic, child care, etc.) would strengthen dual-career families.

The dual-employed lifestyle is indeed, not only manageable, but satisfying to a growing number of individuals. Family life educators have a special opportunity to provide education and support to enhance the quality of life for many such families.

Ms. Skinner is Assistant Professor, Dept. of Human Development, Family Living and Community Education Services, University of Wisconsin - Stout

Handout B13

POSITIVE WAYS PARTNERS CAN DEAL WITH OVERLOAD

1. Recognize an Overload and agree to proceed to find out its cause, even though there is denial the problem exists on the part of the partner that is experiencing burnout.

2. Investigate the Causes:

   a. Who feels stress, the most?

   b. What symptoms of coping mechanisms were observed?

   c. What are the sources of pressure?

   d. Is the center of pressure at work, home, or elsewhere?

   e. When did the stress begin?

   f. Are there any changes at work, home, elsewhere contributing to stress?

   g. Is either partner avoiding a problem decision or other event or act?

   * Many people want to resist this step because it involves added work and decision making. Its purpose is to work with the partner to identify the factors causing the stress.

3. Reduce or End the Overload:

   - Turn off the world and its demands and concentrate on taking care of yourselves.

   - Turn to each other for help, seek help form the workplace, call a halt to everything, get away.

   - Long-term - re-examine distribution of responsibilities. If chronic or repetitive seek outside help.

Material drawn from: Making It Together as a Two Career Couple,
Shaevitz and Shaevitz.

Unit III Handout B14

"PLAIN TALK" about

THE ART OF RELAXATION

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It is surprising how little Americans know about the art of relaxation. Relaxation is more than getting away from the work-a-day grind, and it is more than the absence of stress. It is something positive and satisfying -- a feeling in which one experiences peace of mind. True relaxation requires becoming sensitive to one's basic needs for peace, self-awareness, thoughtful reflection -- and the willingness to meet these needs rather than ignoring or dismissing them.

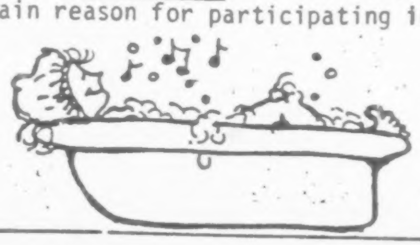
The continuing pressures of everyday life take a heavy toll on the physical and mental well-being of millions of people each year. Medical research into the origins of common diseases such as high blood pressure, heart disease, ulcers, and headaches shows a connection between stress and the development of such ailments. In the area of mental health, stress frequently underlies emotional and behavioral problems, including nervous breakdowns. Various environmental factors -- from noise and air pollution to economic disruptions, such as unemployment, inflation, and recession -- can make living conditions even more stressful. These conditions, in turn, can create a greater need for mental health services to help people cope more effectively with their environment.

In the course of a day, people are frequently distracted from their activities by personal problems -- conflicts with family members, disagreements with employers, poor living or working conditions, boredom, loneliness -- to name just a few. It is easy to get so preoccupied with living, thinking, organizing, existing, and working that a person disregards his or her needs for relaxation.

Most people reared in our production-oriented society feel guilty, or at least ill-at-ease, when they are not actively involved in accomplishing tasks or producing things. Even their vacations become whirlwind productions that leave the participants exhausted after concentrating too many experiences into a short period of time. Such behavior undermines the value of vacation time as an opportunity for diversion, calm, restoration of one's energies, and gaining new experiences.

SECRET OF RELAXATION

Unfortunately, some people pursue relaxation with the same concern for time, productivity, and activity that they show in their everyday life patterns. Far too few people know how to turn off their body clocks and gain satisfaction out of just being instead of always striving. The secret in getting the best results from attempts at relaxation is simple: Find those activities which give you pleasure, and, when you pursue them, commit your energies to total mental and physical well-being. If your diversion results in an artistic product, musical skills, further education, a better physique, or whatever, that's great. But remember that relaxation, not achievement, is your main reason for participating in the activity.



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Mental health specialists have come up with some suggestions for learning the art of relaxation:

TRY SOMETHING NEW AND DIFFERENT

Keep in mind two important rules of thumb in deciding on relaxation activities: Do not be afraid to try something new and different. Choose activities you really enjoy, not activities you think other people want you to pursue. The following are some activities worth thinking about:

1. Check out various community activities available through recreation departments, adult education programs, volunteer work opportunities, college courses, etc.

2. Consider exercise such as walking around your neighborhood or in the woods, and bicycling, dancing, playing golf, swimming, gardening, bowling, etc.

3. For the more physically fit, more strenuous exercise can prove most relaxing. Jogging, playing tennis, basketball, handball, squash, etc., can give one a feeling of wonderful relaxation after an intense workout.

4. Try some mental exercises to create a sense of peace and tranquility in body and mind. One such exercise involves concentration on relaxing successive sets of muscles from the tips of your toes to the muscles in your forehead and neck. Other mental relaxation techniques include getting fully involved with a good book, drifting off into a quiet state with music, or focusing on a beautiful scene or drawing and losing oneself in it.

5. Creative activities such as painting, drawing, pottery, carpentry, knitting, and even cooking for fun, can also give you a sense of accomplishment, as well as the peaceful relaxation of concentration on something you wish to do.

6. Whether or not the above suggestions for relaxation work in your case, a sure fire method known down through the ages is the use of a warm bath to take away bodily stress and strain. You may choose to enhance this activity by reading a good book, listening to music, or even adding some bubbles if you like.

PRACTICE RELAXATION DAILY

After discovering your favorite relaxation activity, plan to devote at least one-half hour per day to pursuing it. Most people accept the responsibility to meet deadlines and duties imposed on them by others, but it is equally important for them to meet the requirements for relaxation periods demanded by their own minds and bodies. Hard-working homemakers or busy executives must give themselves opportunities for relaxation if they are to maintain their mental balance through stressful events and hectic schedules.

MAKING A PERSONAL COMMITMENT

The third and final principle in the art of relaxation is to enter into relaxation activities with enthusiasm and personal commitment. Let yourself become completely involved in the relaxation activity chosen; do not hold back physically or mentally.

Remember, finding effective techniques for personal relaxation is not merely a pastime for the idle rich. It is essential for everyone's physical and mental well-being.

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Hilda Fried, Information Specialist
Division of
Scientific and Public Information

DHEW Publication No. (ADM)78-632

UNIT III: MANAGING THE WORK-FAMILY LIFESTYLE

PART C: TIME AND ENERGY MANAGEMENT

Content

1. Budgeting Time, An Overview
2. Prime Time
3. Transition Time
4. Time Saving Techniques and Shortcuts.
5. Saying No
6. Delegation, Gaining Family Cooperation and Involving Children
7. Using Dinner Time Effectively
8. Life Transitions as They Impact Upon Time Management
9. Flextime and Other Work Scheduling Systems
10. Reading Resources

Objectives

Participants will:

1. Become aware of some initial concepts involved in time management.
2. Become aware of their own and others' "prime time" - the time of peak energy and will consider ways to use this information in managing their time.
3. Consider techniques for coping with the tensions of the transition times between home and work.
4. Learn about a variety of time management techniques.
5. Develop their skills in being able to say "no" to requests that are not compatible with their work/family/individual plans and obligations.
6. a. Be able to develop their delegation skills.

   b. Be able to effectively involve family members in household responsibilities.

7. Recognize how the time spent caring (nurturing) family members dovetails with household activities such as preparing and eating dinner together.

8. Consider how life transitions impact upon time use and how anticipation of such events can help in planning.

9. Review some of the new scheduling systems being implemented in work settings and consider how they can facilitate balancing work and family.

SALLY FORTH
by Greg Howard
EXPLAIN TO ME WHY I'M IN CHARGE OF ALL THE HOUSEWORK
YOU'RE SUCH A GOOD MANAGER
AND WHAT'S THE MOST IMPORTANT TRAIT OF A GOOD MANAGER?
THE ABILITY TO DELEGATE WORK
DON'T FEEL BAD, TED. I ANSWER WITHOUT THINKING SOMETIMES TOO
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howard
1-7

SALLY FORTH
by Greg Howard
ACCORDING TO MY LIST, TONIGHT I CLEAN THE LIVING ROOM
THE KEY TO HOUSEWORK IS BEING ORGANIZED...
AND HAVING THE RIGHT EQUIPMENT
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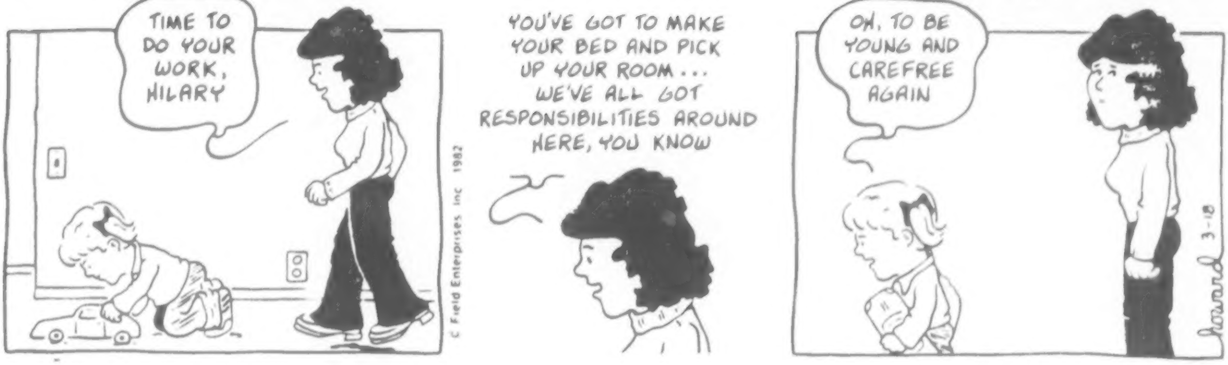
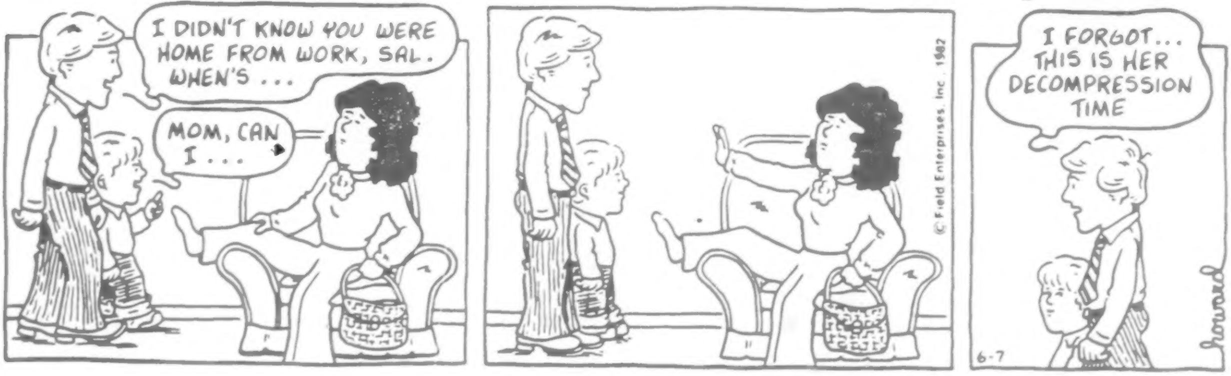
2-19

SALLY FORTH by Greg Howard


TIME TO DO YOUR WORK, HILARY
© Field Enterprises Inc 1982
YOU'VE GOT TO MAKE YOUR BED AND PICK UP YOUR ROOM... WE'VE ALL GOT RESPONSIBILITIES AROUND HERE, YOU KNOW
OH, TO BE YOUNG AND CAREFREE AGAIN
3-18
howard

SALLY FORTH by Greg Howard


I DIDN'T KNOW YOU WERE HOME FROM WORK, SAL. WHEN'S ...
MOM, CAN I ...
© Field Enterprises, Inc. 1982
I FORGOT... THIS IS HER DECOMPRESSION TIME
6-7
howard

Content

1. Budgeting Time, an Overview

   Kay Cronkite Waldo, the author of a book on time management, makes several points:

   - The key to managing time is setting goals and priorities and sticking to them.

   - People think that time management is regimented and inflexible taking spontaneity out of life.

   - Employed women have tougher time management problems than men.

   - It helps to keep an hour-by-hour log of a typical day to learn how you spend and waste time.

   - Managing time can be thrown off schedule by unplanned interruptions.

To keep our time and energy strategies in perspective we need to be aware that it is easy to expect too much of ourselves and to experience "organizational guilt." The following are some of the pitfalls in time management and energy saving:

- Not enough planning.

- Error in judgement on how long something will take.

- Priorities not adequately set.

- Needed decisions not made.

- Need to impress self or others.

- Afraid to say "NO."

- Too demanding a boss or family.

Application

This article can be distributed and used in several ways:

- Group members can write some personal goals and priorities and share them with the group.
- Group members can react to Waldo's second point and share experiences where time management technique has helped them or been too rigid.
- Group members can informally debate whether or not employed women have tougher time management problems than men. (This would be especially good to do if the group has both men and women members).
- The group can take home the assignment in the article to keep an hour-by-hour log of a typical day. These can be analyzed at the next session, using the four questions in the article, to see the ways time may have been wasted and how they could better manage their time.

There may be a conflict of interest between the value of good time management and interruptions. Some interruptions also have value, e.g. a close friend phones to see how you are, a child needs attention, a spouse wants to share something. The group will share their personal experiences with this conflict of value.

NOTE: This article can be a real self-esteem downer because Kay Waldo is presented as doing it all so well and so easy. Some things we don't know about her are: Does she have a housekeeper? Does she have a secretary or other staff? Is she one of the rare high-energy people who never seem to tire?

Resources

Article C1: "It's Time Women Learned to Manage," by Laura Owens, St. Paul Dispatch, October 14, 1981

NOTES:

Application

- The handout "The Selling of the 25-Hour Day or, A Case or Organization Guilt" brings out several conflicting values, the main one is "getting organized."

Distribute to participants, especially highlight the "5 ways to start taking control of your time."

Share some of the pitfalls in time management and human saving techniques. Discuss and ask participants to list others.

Resources

Article C2: "The selling of the 24-Hour Day," Lindsy Van Gelder *Ms.*, March, 1980

RESOURCES FOR THE INSTRUCTOR

Article C3 is an interview with Alan Lakein. It contains some of the highlights of Lakein's advice for time management and specific time-saving suggestions based on a checklist that he uses himself. It also includes some of Lakein's thoughts on Prime Time, which is covered in an earlier part of this Chapter.

Most articles on Time Management confine the concepts of time management to issues of the workplace on the executive level of management. Time Management can be equally effective at home. However, the values at home are different because they emphasize the needs of family members. Therefore, time management at home needs to be more flexible.

This article contains advice for both the workplace and at home.

Application	Resources
RESOURCES FOR THE INSTRUCTOR	
This article is included as a resource for the instructor and/or to be shareed with the group.	Article C3: "How To Use Your Time Wisely, Interview with Alan Lakein," U.S. News and World Report, January 19, 1976
This article is included as a resource for the instructor and/or to be shared with the group.	Article C4: "How To Stop Wasting Time - Experts' Advice: On The Job: 'Stick With The Priorities' At Home: 'Organizing Eases the Load'" U.S. News and World Report, January 25, 1982

Content

2. Prime Time

Prime time is that time of a day when a person is at her/his high point of the daily energy cycle. It is the time when the person feels most energetic and efficient and has the desire to accomplish the major tasks of pleasures of the day. Most people know when this time occurs for them. Usually those who prefer working early in the day are called "Morning" people, and those who prefer hours late in the day are called "Night" people.

Application	Resources
The instructor asks the group to fill out the personal prime time exercise. It can be suggested that one way to determine a person's Prime Time is to ask what happens on the weekend or on a vacation. Do they get up early to see the sunrise and go to bed early, or do they sleep in the morning and stay up to watch the late show on TV?	Exercise C6: "Personal Prime Time," developed by Corrine R. Nirenstein and Maya Hansen Jones
The group discusses Prime Time by using the Handout and sharing experiences.	Handout C7: "Ideas About Prime Time," developed by Maya Hansen Jones and Corrine R. Nirenstein

3. Transition Time

Transition times are the times during the day when we physically move from home to work, or from work to home; and we psychologically shift gears to meet the different demands of family or job.

When both parents in a family work outside the home, they may arrive home in varying moods. Some people always arrive home tired and cranky. Other people's moods may depend on the events of the day. It is helpful to have an arrangement for making the transition from work to home and for becoming aware of the other's mood and needs.

The time at the end of the day when family members are returning home can be very intense emotionally. It helps to be aware that this is a difficult time and expect that members will need to deal with it. There are some practical ways to reduce the tension:

- Create a transition zone of time and space
- Provide a snack for family members while they wait for dinner
- Involve all family members in dinner preparation
- Take a break by eating out occasionally
- Have certain assigned tasks for family members on a rotating basis

The number/ages of the children in the family will influence ways the family uses the transition time.

In our society many people commute to work. Some people are able to use commuting time (when they are physically moving between home and work) to shift gears psychologically. Commuting time may be used to:

- Gear up and plan the work day
- Rest between family and job demands
- Gear up and plan for new demands at home

Application

This article by Niki Scott is short enough to be read during class time. Group members share their experiences related to the content of the article. It can also be handed out to be read at home. The relationship in this article concerns the parents in the family.

Note to the Instructor: This exercise is most appropriate for two-parent families. Group members who are single parents will need to generalize to their own situations.

Resources

Article C8: "Re-entry Time Blends Family Mood," by Niki Scott, St.Paul Dispatch, March 24, 1982

Cartoon C9: Sally Forth by Greg Howard, Minneapolis Tribune, March 24, 1982

NOTES:

Application

Resources

The instructor leads a discussion about commuting by using the following questions:

How do you use your commuting time?
a. To gear up for work?
b. As a lull between work and family demands?
c. To gear up for the demands at home?

Does your Prime Time affect how you use your commuting time?

Does your attitude about driving or the route you have to use affect the way you use commuting time?

Are you in a carpool?
Do other carpool members interfere with how you would like to use the time?
Can you be assertive about your needs?

4. Time Saving Techniques and Shortcuts

Shortcuts, time and energy savers are valuable tools for all managers, including working parents. Daily routines will prove to be something parents can't live without. Written schedules, whether they cover single days, a week or a month can make life run a little smoother. Often, once things are written down, it is easier to see what things to eliminate or simplify. Lists in key place help jog anyone's memory and can be the beginning of a way to distribute responsibility for many of the every day details.

Application	Resources
● "Time Management Hints" This handout has three sections on one page with the focus on time saving techniques. Scheduling and routines save parents from thinking about "What should I do next?" Draw participants attention to the * for people who have trouble following a schedule. Things to do cooperatively as a family is a quick list for parents to glance and incooperate togetherness into their already busy lives. How we build mutuality in families is a short list of suggestions for parents who want to increase time spent together into their schedules.	Handout C11: "Time Management Hints," *Help: A Handbook for Working Mothers*, Greenleaf and Schaffer, 1978
● "Stretching Time Ideas" Distribute to participants. You may choose to divide into 2-3 (or more) small groups. Assign each group one section (I. At Work, II. In the House hold, or III. Children and Family) on "Stretching Time Ideas" to discuss and add more suggestions. Then pull the group back together for participants to share their favorite ideas.	Handout C12: "Stretching Time Ideas" Developed by Mary Dooley Burns
● "Human Energy Saving Techniques" Share with participants that human energy might be compared to psychic effort. At times it is not the task but getting up the energy to get going. The handout on "Human Energy Saving Techniques" can be used as a basis for a mini lecture or as a resource handout for participants to take home.	Handout C13: "Human Energy Saving Techniques," Developed by Mary Dooley Burns

NOTES:

Application	Resources
"Human Energy Saving Techniques with Children" This handout can as a resource or by the entire group, or is another activity that can be with small groups. Divide participants into 4 groups, have each group discuss and add to one of the four areas: meals, bedtime, clothes, school. Then have each group share their additional suggestions.	Handout C14: "Human Energy Saving Techniques with Children," developed by Mary Dooley Burns
"Making Use of Bits of Time" Use this handout as a resource for participants to take home. Point out that it contains a mixture of activities that are both work and home related.	Handout C15: "Making Use of Bits of Time," from *Getting Organized*, Stephanie Winston, Warner Books, 1978

5. Saying No

Working parents can find that saying "NO" to requests which use their time and energy can be very rewarding. Saying "NO" to someone else can be a way of saying "YES" to yourself and to other family members. It frees your time to pursue activities you really want to do with people who are important to you.

Not every request for our time and energy can be turned down. We all have obligations and responsibilities at work and at home.

There are many reasons why people have a hard time saying "NO." Some reasons are:

- As children we were taught not to say "NO" and were sometimes punished when we did.
- We want to be liked.
- We may be motivated by guilt - all the "shoulds" and "coulds" we have for ourselves.
- We are afraid we will make the other person feel angry, dissappointed or hurt.

A three-step technique can be used if you want to say "NO."

1. Prepare yourself - practice what you are going to say.
2. Anticipate the response - Your "NO" may not be accepted right away. You want to be sure you won't back down.
3. Be ready to try again - You may not be successful the first time you try to say "NO." Go back to Step 1 and prepare yourself again.

Application

Exercise Options:

The instructor can sent this article home at the end of the previous session, have the group read it in class or present the information in the article to the group.

The instructor leads a brief discussion based on the following question:

> What are some of the obligations and responsibilities we have at work and at home that we cannot say "NO" to?

The instructor asks group members if they can add, to those given in the article, and reasons why people have difficulty saying "NO."

Group members share experiences to complete the statement in the article:

> "I should have said 'NO' when ___________asked me to__________"

The group discusses the stress that was caused because they said "YES" instead of "NO."

Group members share successful experiences when they did say "NO."

The group discusses the three-step technique in the article for saying "NO."

Resources

Article C16: "The Rewards of Saying "NO" by Dr. Art Ulene from Feeling Fine, Houghton-Mifflin, Boston, 1977

Content

6. Delegation, Gaining Family Cooperation and Involving Children

Delegation is a great "time saver," but is a skill many people have trouble with. One way to feel more positive about delegating is to think of some jobs that are already delegated without really being aware of it. For example, dumping waste baskets at work is done by the housekeeping service, removing a spot from woolen pants is done by the dry cleaners.

Delegation frees up a person to work on more high-priority jobs and yet, feelings of guilt, trying to be a perfectionist or inability to ask for needed help can prevent a person from delegating tasks. Assure participants that delegation can be learned, and one way to begin is to systematically consider what tasks to reallocate or delegate to others either at home or at work.

3 5

Application	Resources
● "The Art of Delegation" is an introduction to the art of delegation. Distribute, review and ask participants if they've had similar thoughts. Lead a discussion of the points by using specific examples from home and work that participants share.	Handout C17: "The Art of Delegation," Woman Time, Diana Silcox, from Wyden Books, 1980
● "Blocks to Delegating Tasks. "Distribute as a tool for participants to identify blocks they may face. Ask participants to individually read over the sheet adding blocks from their own situations. Invite those who volunteer to share their concerns.	Handout C18: "Blocks to Delegating Tasks," Woman Time, Diana Silcox, from Wyden Books, 1980
● "The Grateful Wife" is a resource article for the participants.	Article C19: "The Grateful Wife," Ellen Goodman, Working Mother July, 1980
● "Task Delegation." The focus of the handout is for participants to begin to think about what tasks can be delegated. Suggest they check tasks they want to delegate and add their own specific tasks. Ask participants to commit themselves to begin delegating a specific task within the upcoming week. Suggest the same process be used at the worksite.	Handout C20: "Task Delegation," The Two-Career Couple, Francine And Douglas Hall, Addison-Wesley, 1979

Content

Sharing Responsibility

Working parents need everyone's cooperation in keeping the homefront running. Children can be involved and their help with the workload develops responsibility and sharing. It is important that when other family members take over a task, they receive feedback and acknowledgement for the job. It is important that the adults resist redoing the task once it has been chosen or delegated to a family member.

Here is a list of considerations for parents to keep in mind when involving other family members in the work load:

- are the standards realistic, neither too high, nor too low
- can the family members do it her way, rather than my way
- check how you are helping other family members succeed
- are specific, logical, and complete directions given
- are your expectations shared
- can you "let go" and let another member "take over"
- how do you feel now that you are not "in charge" of everything

As mothers return to work or school, or as one of the partners decides to take on additional civic projects or attend a class, a distressing situation can develop. Suggest participants use the "Fantastic FOE" and idea coined by Brown and Kornhauser in Working Parents: How to be Happy With Your Children. The idea goes like this, FOE is Forethought, Organization and Explanation.

Forethought: Anticipate a potential problem or crisis (Being away one night a week may build resentment in the family.

Organization: Gathering all your problem resources to prevent the crisis or problem. (Work with your partner to develop a routine).

Explanation: Make sure everyone knows what's happening. (Tell the plan to the children).

Application

● "Developing and Sharing Responsibilities"

Use the first section of the handout as the basis for a mini lecture. Highlight the point of view where children become "working partners, "mutually respected. You may want to list some of the principles parents should keep in mind when asking children and others to share responsibilities:

- Children have rights as well as responsibilities.
- Consult with children
- Allow choices
- Consequences follow logically
- Set appropriate time limits for task completion
- Vary the tasks
- Hold REASONABLE expectations
- Expect of children no more than you expect of yourself
- Examine your own standards
- Within reason, never do anything for a child she/he can do for her/himself.

Distribute the handout "Developing and Sharing Responsibility." Suggest participants use it as a list of some things they may begin helping their children do.

Note: Emphasize the statement in each age group that no one child is expected to do all the tasks listed.

Resources

Handout C21: "Developing and Sharing Responsibilities," University of Arizona

Content

7. Using Dinner Time Effectively

Magda Gerber calls parents "educarers," Parents are "educating" while they are "caring" for children:

- Parents teach children about the world
- Parents communicate their feelings about the child
- Parents teach and reinforce values
- Parents influence how their children feel about themselves
- Parents serve as role models for their children

Parents who work often are concerned that they don't spend enough time with their children or don't have time to nurture their emotional and intellectual growth. The dinner time hour can be used for this purpose and will add up to approximately 6500 hours by the time a child is 18 years old.

Application

The instructor asks group members to share responses to the following questions:

1. Who prepares dinner at your home?
2. Is eating dinner a time of relaxation or tension?
3. Is the focus on the food or on the people?
4. What memories do you have of mealtime when you were growing up? Good? Bad?
5. Would you like your dinner time now to be like your childhood dinner time, or different?
6. Does your spouse agree or disagree with your ideas about dinner time?
7. How could time spent preparing, eating and cleaning up dinner be used in a more nurturing way and as a way to stimulate emotional and intellectual growth for family members?

Resources

Handout C22: "Family mealtime Strategies," by Mary Dooley Burns, adapted from "How to Make the Most of Family Mealtimes," by L. D. Pogrebin in Readers Digest's Families, May, 1982

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8. Life Transitions As They Impact Upon Time Management

Transitions in life may also affect time management. Some of these transitions are:

1. A change in employer
2. A change in job responsibilities or promotion
3. Learning a new skill at work
4. A change in family membership (e.g. through birth or death or divorce)
5. Illness or death of a family member
6. A change in marital status
7. Moving (either at work or at home)
8. Change in children's school level
9. Change in the time school begins for children
10. Change in child care arrangements

It is helpful to understand that how we use our time changes as our lives change. It puts into perspective our present time management problems:

1. It may show that we do a better job of time management now than we did in the past - this can be self-esteem building.

2. It may show that even though we have time management problems at present, changes in life will make it easier in the future.

3. It may show that our values or priorities have changed, and these changes have affected how we manage our time.

Application

As a closing exercise for discovering how changes in life affect how we use our time, group members consider how the way they use their time and what they consider important to them has changed?

1. from the past to now
2. from now to the future

Group members will complete the exercise and share their responses with each other.

Resources

Exercise C23: "Using Your Time, Past, Present, Future," developed by Maya Hansen Jones and Corrine R. Nirenstein

9. Flextime and Other Work Scheduling Systems

Flextime is a work scheduling system that allows employees to choose their own hours within limits. One example of flextime allows employees two hours of leeway in when to start and stop work but requires eight hours of work a day, five days a week.

People on flextime reported less conflict between work and home responsibilities. Women on flextime reported that they were able to spend more time on household responsibilities. However a study of 700 people showed that working parents on flextime do not spend more time with their children.

A survey was done by the American Management Association on flextime in 1974 and in 1977. This survey showed that flextime:

- Improved employee morale in 97% of the organizations
- Reduced absenteeism in 73%
- Reduced tardiness in 84%
- Increased productivity in 48%

(Reported in "Parents in the Workplace, Minnesota Business Survey," Toys 'n Things, St. Paul, 1981.)

Instructors are encouraged to add notes and resource materials on other work scheduling systems (e.g. job sharing).

Application

The instructor explains flextime to the group. Group members share any experience they may have had with flextime scheduling. The instructor leads a discussion by using the following questions:

a. Would you like to have flextime? For what reasons?
b. How would you change your time:
   - start later?
   - start earlier?
c. What would you do with the extra hours in the morning or afternoon?
d. How would flextime benefit your employer?

The instructor distributes the articles on Flextime from Psychology Today. The instructor asks group members to respond to the statement in the article which indicates that a study of 700 families shows NO increased time is spent with children when parents are on flextime. The group recalls if anyone said they would spend more time with their children as a response to Question c above. The group contributes ideas about ways they could use some of the time with their children if they had flextime.

NOTE: Find out about the employer's present policy about flextime before covering this information. Utilize employer's input e.g. the company may want to learn what reaction employees have to this type of policy. If flextime is being used, learn about the specifics and use that information to help employees use it more effectively.

Resources

Articles C24: "Scorecard on Flextime," Psychology Today, December 1979 and "Flextime Does Not Flex Time," Psychology Today, August 1980

10. Reading Resources

Time Management

Bliss, Edwin C. Getting Things Done, The ABC's of Time Management, Charles Scribner's Sons, 1976. Catalog No. 658.4.

Brace, Pam and Peggy Jones. Sidetracked Home Executives...From Pigpen to Paradise! Vancouver, WA, Sidetracked Home Executives, Inc. Catalog No. 640.

Goldfein, Donna. Everywoman's Guide to Time Management, Millbrae, CA, Les Femmes Publishing, 1977. Catalog No. 640.

Lakein, Alan. How To Get Control of Your Time and Your Life, New York, Peter H. Wyden, Inc., 1973. Catalog No. 650.1.

Silcox, Diana. Woman Time, Personal Time Management For Women Only! Wyden Books, 1980.

Waldo, Kay Cronkite and Alec Mackenzie. About Time! A Woman's Guide to Time Management.

Winston, Stephanie. Getting Organized, The Easy Way to Put Your Life in Order, New York, W. W. Norton & Co., 1978. Catalog No. 640.

Working Women, Working Mothers

Curtis, Jean. A Guide for Working Mothers, How to be a Success as A Parent and in Your Job, Your Home and Your Marriage. New York, Simon and Schuster, A Touchstone Book, 1976.

Price, Jane. How to Have a Child and Keep Your Job, A Candid Guide for Working Parents. St. Martin's Press, 1979, Penguin Books, 1980.

Scott, Niki. The Balancing Act, A Handbook for Working Mothers, Kansas City, Universal Press Syndicate, 1978. Catalog No. 649.1.

Scott, Niki. The Working Woman: A Handbook, Kansas City, Universal Press Syndicate, 1977. Catalog No. 331.40973.

Skelsey, Alice. The Working Mother's Guide to Her Home, Her Family and Herself, New York, Random House, 1970. Catalog No. 640.

Additional Reading Resources

Long Term Goal Setting

Bolles, Richard Nelson. What Color Is Your Parachute? A Practical Manual for Job-Hunters & Career-Changes, Ten Speed Press, Berkeley, CA, 1976.

Campbell, David. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, Argus Communications, Niles, Ill., 1974.

Lakein, Alan - See book under time management.

Time and Energy Management

"Beating Time/Making Time: The Impact of Work Scheduling on Men's Family Roles," Susan Golden and Jane Hood, The Family Coordinator, No. 4, Volume 28, October, 1979.

Getting Organized Part I: Time and Paperwork, Stephanie Winston, Warner Books, New York, 1978.

Getting Organized Part II: Storage, Stephanie Winston, Warner Books, New York, 1978.

Help, A Handbook for Working Mothers, Barbara Kay Greenleaf and Thomas Crowell Schaffer, New York, 1978.

How to Have a Child and Keep Your Job, Jane Price, Penguin Books, New York, 1979.

NOTES:

IT'S TIME WOMEN LEARN TO MANAGE

By Laura Owens

"Life is what happens to you while you're busy making other plans." - John Lennon.

There never seems to be enough time to go around. Silently, stealthily, it robs opportunities, pilfers precious moments and eventually steals away our lives.

But there is enough time. No one else has more of it than you do. It's how you use your 24 hours a day that counts: how little you waste on unproductive activities, how much you spend doing the things that really count - to you.

The key to managing your time is organization: setting goals and priorities and sticking to them. But if that sounds rigid and confining, consider this: You'll have more time for leisure if all the essential jobs are finished.

"People perceive time management as being so tight and regimented that their life loses spontaneity," says Kay Cronkite Waldo, a time-management consultant. "But actually, it frees you up rather than boxes you in."

Waldo, who also finds the time to be a city council member in Kansas City, MO., is co-author of About Time! A Woman's Guide to Time Management.

Waldo says women face tougher time-management problems than men. Employed women often see themselves as having several full-time responsibilities. By trying to do everything equally well - raise a family, have a career, enjoy a social life - they work themselves to a frazzle.

"Women feel they have to meet impossibly high expectations," Waldo said. "We have a neurotic need for approval. We think, 'I'm only OK if someone is approving.' Men aren't quite like that."

Waldo calls this the Superwoman Syndrome. To combat it, she said, learn to say no. Tackle the most important jobs first and worry about the others later.

"You can do a lot, and do it well, but you don't have to do it perfectly," she said.

How can you manage your time if you don't know where it's going? Write out an hour-by-hour log of a typical day. Record each activity, and make note of all the interruptions. Keep the log for several days, and then analyze it.

* Were you doing the right job at the right time?
* How long did it take you to get around to the priority of the day?
* How much time was wasted on interruptions?
* Did you reach your goals?

By analyzing the time log, it is easy to see where all that time trickles. Time wasters become obvious and can be avoided the next time.

Waldo and her co-author, Alec Mackenzie, say many frittered-away hours are your own fault. When the authors asked women to pin-point their time wasters either at home or at work, the women usually named interruptions that could be blamed on others, such as drop-in visitors. But after a closer examination, culprits such as procrastination, indecision and poor planning were discovered to be the sources of much wasted time.

"Every major task needs to have a deadline," Waldo said. "Put a time estimate on your goals and stick to it."

A job tends to expand to fill the time available, she said.

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"Give a person all day to finish a task and they will take all day, whether they need it or not."

Don't let day-to-day crises bog you down. It's easy to let something that crops up at the last minute take you away from a job. Unless it's an emergency, don't be sidetracked.

Winston Churchill, who took a nap each day, instructed aides, "I will be awakened only in the event of a crisis. I further define 'crisis' to mean the armed invasion of the British Isles.

Waldo recommends setting aside a "quiet hour" each day, whether you work full time or run a household. Take no phone calls, allow no interruptions. If you have an office, close the door. You don't need to be available to everyone all the time.

"You get three hours of work done in one hour," Waldo said.

If you work in a situation where a quiet hour is impossible, try to trade off answering the telephone with co-workers for that period.

What is the ultimate conflict in time management for women? Waldo thinks it is running a home while pursuing a career and outside interests. A recent study cited in the book showed that working women had about 10 hours less free time each week than either housewives or employed men.

Managing time at home is nearly the same as managing a career, Waldo said. Again, careful planning is the key. Get the family to pitch in and help with household responsibilities. A hint: Try to stay off the phone at home. Keep social calls to a three-minute limit. The authors discovered that the telephone was a big a time waster at home as at the office.

Divide housecleaning chores into segments. For example, spend 20 minutes a day on maintenance, with more time allotted for heavier chores on a certain day each week.

Waldo is a living example of how time management works. A single mother of two, she runs a communications consulting business out of her home. She is in the third year of a four-year term on the Kansas City City Council, and she may run for mayor. Waldo wrote the time-management book in - what else? - her spare time.

THE SELLING OF THE 25-HOUR DAY

OR, A CASE OF ORGANIZATION GUILT

By Lindsy Van Gelder

I grew up in an era when female life was already organized for you. One man, 2.3 children, and seven major appliances were supposed to bring automatic True Fulfillment, and any woman who was the teentsiest bit dissatisfied with the package was considered neurotic.

Consequently, I later developed quite a soft spot for female dissatisfaction. Mine, I was sure, had saved me. Hard-line self-examination, daring to think big, bitterness about past time squandered, urgency about the need for change, the fear of one's own passivity, the refusal to settle for pseudo-happiness . . . all of these are associated in my mind with the angry, restless, healthy *click!* of newfound feminism. In the words of one of my favorite late-sixties consciousness-raising axioms, "Don't buy a new hat when what you really need is a new life."

So busy have I been not buying new hats that I was slow to realize that after a decade of the Women's Movement (and media co-optation thereof), the new, self-improved, dressed-for-success woman's chief accessory is not happiness, but discontent.

Unfortunately, this focus on the personal has directed us less toward changing the status quo and more toward changing the self. We are encouraged to spend all our time becoming better people, or at least feeling guilty about failing to. In fact, one of the things we can feel guilty about is that we're too inefficient even to arrange our lives to facilitate becoming better people. Don't get a new life, goes the new creed, when what you really need is to organize your closet.

Virtually every woman I meet is obsessively "getting organized." In many cases, this is unquestionably a good and necessary thing. In too many other cases, "I need to get organized" seems to mean blaming one's own incompetence or laziness, instead of taking stock of (and revolting against) what might in fact be a back-breaking load of responsibilities.

Organization Guilt often seems to go hand in hand with the by-now familiar Superwoman syndrome. (See "Can Women Really Have It All?" *Ms.*, March, 1978.) Denise Racine, director of training at Montefiore Hospital in New York and a free-lance time-management business consultant, has noticed that women and men are frustrated by different organizing problems: "When I do a workshop, I'll go around the room, and the men will invariably have some specific complaint—like meetings. The women invariably talk about how difficult it is to balance their personal and professional roles."

But Organization Guilt seems to afflict women outside the Whipping-Up-a-Beef-Wellington-After-a-Hard-Day-at-the-Nuclear-Physics-Lab stereotype. Students, for example. Or homemakers who increasingly feel pressured to justify their decision not to work outside the home by filling every minute *in* the home with frantic self-betterment.

Or consider the following excerpt from a newspaper interview with Suzy Chaffee, who you'd think would be busy enough just being a skiing champion, a sports-clothes designer, a plugger of Chap Stick, and Ted Kennedy's sometimes-companion:

"She also tries to take a ballet lesson every day at the International School of Ballet, but sometimes doesn't quite make it. She has studied both modern and jazz dancing at different times, and runs two miles or so three or four times a week, unless she's training for a mini-marathon. In between, she adheres to a schedule that can include as many as 20 appoint-

Ms. Magazine (March 1980) used by permission

ments in one day, all in great good spirits and without wilting." She roller-skates, too.

Such articles do not bring out the sisterhood in my soul. I am not comforted that Suzy sometimes doesn't quite make it to ballet class, being a person who sometimes doesn't quite make it to washing my kids' hair. Nor am I reassured, as I once might have been, that Suzy Chaffee doesn't even have kids' hair to wash, and is therefore behind me in the Husband-Kids-Career Superwoman Triple Crown Sweepstakes. What matters is that she is organized—and I am not.

But the worst part of Organization Guilt is its Catch-22 updating of the classic notion that woman's work is never done: if you don't have time for everything in your life, you're an inefficient organizer; if you do have time, there's undoubtedly something important that you're not doing.

Magazines and books for women these days often seem divided into two types of subject matter. One of them is how to cope with stress. The other is how to get more of it. I have become especially wary of any and all articles with titles like "Thirty-Seven Minutes to a Newer, Fitter, Richer You!" I recently offended a dental hygienist by refusing to learn a gum-rubbing technique that supposedly keeps one's teeth healthy forever. "But it only takes ten minutes a day," said the hygienist. The problem is that if I did all the 10-minute-a-day self-helpers being thrust on me from all sides, I wouldn't have time to sleep.

The inspirationally narcissistic *Self* magazine—which reads like a peppier, jockier version of Khalil Gibran's *The Prophet*—offers me a 20-minute nutrition guide, a two-minute fitness test, and "a total fitness program that you can do in 24 minutes, right in your own bedroom." Not to be outdone, *New Woman* reminds me that "self-love and self-improvement go hand in hand," and that I would like myself a lot better if I started exercising my face: "once you master them, 15 minutes of facial exercises a day is sufficient."

"Tub-toners," or exercises in the bath, are a whole new sub-genre of physical fitness. So are "in-flight exercises" for the busy exec. The idea seems to be that a minute without purpose is like a day without sunshine. Stephanie Winston, author of *Getting Organized* (Warner Books), is brimming with other two-fer tips, such as polishing the silver while the clothes are in the dryer. Her book also includes lists of things one can do in five minutes ("make out a party guest list"), 10 minutes ("repot a plant"), and 30 minutes ("work on a crafts project") of spare time. (I'm thinking of writing my own runaway best-seller, entitled, *Eat off Tarnish, Never Entertain, and Forget Hobbies.*)

Even the New York *Times* has instituted a "Sixty-Minute Gourmet" column, to help fatten you up for your 12 minutes of Royal Canadian Air Force exercises, no doubt. But the prize goes to a recent *Self* article called "How About Shaping Up Your Mind for a Change!" Among its suggestions: "Put aside a half hour a day. Do nothing but think, the way that many people now schedule meditation. Lay out a definite program for pure, downright, independent thinking, as a dancer does for toning and limbering exercises."

5 WAYS TO START TAKING CONTROL OF YOUR TIME . . .

1. Learn to say this simple sentence: "I'm sorry, I never have lunch." It's amazing how much faster the same appointment will go if you don't eat while you're having it.

2. Go through your datebook for the next month. Put a diagonal line through one day each week, and make no outside appointments. You need uninterrupted time to do whatever it is you want to do.

3. Divide all that you want to do, long and short-term, into two categories: Things Only You Can Do, and Things Somebody Else Could Do. Only do the first.

4. Say this sentence to yourself three times each day and/or until you have relinquished control and learned to delegate: "If I don't do it, it won't be done exactly the way I want it. And that's okay."

5. Whenever possible, conduct meetings with a firm deadline. Or with no chairs. **—G.S.**

A lot of this is pure, downright silly bullshit, but the truth is that it bothers me. There is something unsavory about the notion that what matters isn't who you are, but what you're on your way to becoming, according to careful blueprints. Organization Guilt also makes women unhappy—although it probably helps to sell a lot of digital watches and running shoes, not to mention a multimillion dollar "how-to" industry of books, magazines, seminars, consultants, and the like. "Organizing therapists" are probably the next wave.

I think about my friend Anne, who is one of the smartest women I know, a woman who *should* be happy with herself. She is a single parent who gets no support from her daughter's father. She also holds a full-time job as a school psychologist, and is close to getting a Ph.D. Anne told me recently that she feels like a slob because she doesn't take karate, because she hasn't learned carpentry, because she doesn't have time any more to read for pleasure, because she isn't active in politics, and because she hasn't started an additional private therapy practice. It seems that she can't squeeze any of these things in during the two or three hours that she has to herself at night after her child goes to bed, because she's busy with things like laundry.

Maybe when we talk about getting organized, we ought to start with the fact that there are only 24 hours in a day, and work back from there. Maybe we ought to acknowledge, after all these years, that self-defined True Fulfillment isn't so terrible.

Lucy Stone once noted that "disappointment is the lot of woman. It shall be the business of my life to deepen this disappointment in every woman's heart until she bows down to it no longer."

She wasn't talking about disappointment at not jogging for 10 minutes a day.

Lindsy Van Gelder is a staff writer for "Ms.," and a United Feature Syndicate columnist. She was previously a reporter for United Press International and the New York "Post," and has written for many national magazines.

Tracy Garner

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EXPERT'S ADVICE

HOW TO USE YOUR TIME WISELY

Interview With Alan Lakein, an Authority on Time Management

People don't lack time—they just don't use it effectively, says a professional management consultant. His advice: Set realistic goals, follow priorities, and don't feel guilty when you fail to get everything done.

Q Mr. Lakein, are we a nation of time wasters?

A Yes. Most people waste 80 per cent of their time, even though they seem to be perpetually busy. By trying to do too many things that don't matter, they lead cluttered lives. They can't understand why there isn't any time left for things they'd really like to do.

Q Is the reason because they haven't organized their lives properly?

A Sometimes that contributes to the problem, but I'm suspicious of people who are too well organized. Take the clean-desk man, for example. He doesn't let paper work pile up. Everything he does is neat and efficient. But if his aim is just neatness itself, he can become very efficient at doing nothing.

Similarly, there's the time nut who is so preoccupied with saving time that he sets an impossible schedule and doesn't take a moment to relax. He drives his associates half crazy with his efforts to save a few minutes. When you come right down to it, there's no such thing as lack of time. We all must live on 168 hours a week. That's plenty of time to do everything we want to do.

Q Then why is it that so many people complain about lack of time?

A Because they haven't learned to use it to best advantage.

I've found there are three main time problems common to many business executives:

First, many executives don't know what they want to do with their lives. They may have firm goals in business but are drifting along without priorities or goals in their personal lives. It's not until they set priorities for their total lives that they know whether they're making the best use of their time.

Second, some individuals know what they want from life, but they don't know how to go about reaching that goal. It seems so far away that the few minutes they can devote each day working toward it don't seem of value.

Third, there are those who know what they want and how to attain it, but they procrastinate. Going after something that's important may involve doing things they haven't done before, or changing a comfortable life style—and that's not easy.

A homemaker, for example, felt less needed as her children got older. When they began leaving home, she faced a crisis of how to spend her time meaningfully. She floundered for a while, but finally decided to return to college and get a master's degree in education. In order to do this, she delegated many of her community responsibilities, added some extra household help, and studied long hours. The effort paid off. Now she's happier than ever before, enjoying her career as a remedial-reading specialist.

Again, I had a client who was a top engineer. He was so successful that his company gave him a coveted promotion to engineering manager. But he didn't do well in his new job. The reason, I discovered, was that he hadn't shaken off his old habit of doing the technical work himself. He wasn't devoting enough of his time to training and motivating his people.

Gradually he was able to break his "do it yourself" habit. Each time he noticed himself performing in the old role of technical specialist, he asked himself the question: "What's the best use of my time now?" Then he'd consciously switch from his old role to the new one of engineering manager.

Q How do you advise people to get control of their time?

A In the workshops I conduct, I ask participants to write answers to each of three questions: (1) What are your lifetime goals? (2) How would you like to spend the next five years? (3) How would you live if you knew that six months from now you would be struck dead by lightning?

They're scary but important questions. And they elicit some surprising replies. It's not uncommon for someone who answers the questions honestly to switch to a completely new job, or quit an employer and go into business for himself. The fact is that time and life are inseparable; they're one and the same thing. If you're wasting your time in an incompatible or unsatisfactory job, you're wasting your life, too.

Q Aren't you taking on quite a responsibility if someone who jots down his lifetime goals at your suggestion quits his job and then can't find another?

A My three questions are really powerful—and sometimes disturbing. But I think that everyone is responsible for his or her own life. In goal-setting, an individual must be realistic and assess his capabilities and limitations. To try to be 7 feet tall if you're only 5 feet 2 inches isn't going

CHOPLIN-BLACK STAR

Alan Lakein has made a career out of helping people put their time to better use. Head of a company that teaches personal time planning, he is the author of "How to Get Control of Your Time and Your Life." His latest venture is a training film dealing with such time-robbing things as unnecessary paper work, disorganization and procrastination.

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ADVICE ON USING TIME WISELY

[interview continued from preceding page]

to work. I'd certainly not recommend quitting a job first and then looking for another; it's far better to move to a new job while you're still employed.

Once you have a goal, though, you can develop an action plan to attain it. This creates its own energizing process. You find that all the things you've been accustomed to doing get compressed into less time, and you become more efficient.

I know a woman who was working for a large company but wanted to start a business of her own. She'd thought about it, but never summoned up the courage to go ahead. Then she started thinking seriously about her future and said: "If I'm ever going to do what I really want to do, now is the time to start." She talked with a lot of people, found some who would help her get started in business, and quit her job. She had to struggle for over a year, but then the business caught on and now she has a half-dozen people working for her.

Q Does setting priorities help people cope with time wasting in their day-to-day lives?

A Yes. If you ask the typical manager what he or she considers the principal things that waste time, the manager will mention meetings, interruptions by unscheduled visitors, telephone calls, too much paper work, time spent communicating with subordinates.

I see all those things as symptoms, not basic problems. Some people in business simply don't have their priorities in order.

If I'm told that interruptions are a problem, I'll say: "Great. Why don't you just lock the door, pull the phone out, and get your work done?" They'll reply: "It's impossible. Inside of two days I wouldn't be able to function. I need the phone. I need to communicate with staff and clients and be available to them."

Once they realize this, they understand that their real problem is seeing people that shouldn't be seen, or spending too much time on items that don't relate to their goals. The key thing is deciding on the ABC's: What's important and what isn't.

Q Is that true of paper work, too?

A Certainly. Take that pile of paper work people feel guilty about. Sort it into three piles—A, B and C. The most important items go into pile A, the less urgent in B, the lowest priority in the C pile.

Handle the A's at once, the B's when you can get to them. Put the C material in the bottom drawer—I call it the "C drawer"—just in case someone asks about any of it. When the drawer is full, you'll find that you can throw most of it out without missing a thing.

Another rule: Try to handle each piece of paper only once. Don't put down an incoming letter or memo that requires a response until you have fired off that response. It's often easier to think of a reply when you've just read a letter and your reaction is fresh in your mind. Occasionally a decision will call for more thought, and you may have to put off a reply. In that case, do something to move ahead the project the paper represents, even if it's only a small step like asking a subordinate for an opinion or deciding when you'll consider the matter again.

Q Do some people let their desks get cluttered because it gives the impression they're busy?

A I'm sure that's often the case. I knew of one nonproductive executive who kept his desk piled high with papers. People looked in and said, "This guy must really be busy." He was finally fired for incompetence, but probably lasted an extra six months due to this camouflage device.

WAYS YOU CAN SAVE TIME

Here are time-saving suggestions based on a checklist Mr. Lakein has prepared for his own use:

- Try to find a new technique every day that will help you gain time.
- Plan your schedule the first thing in the morning, and set priorities for the day. Make a list and tick off the important items first.
- Have a light lunch so you don't get sleepy in the afternoon.
- Save up trivial matters for a three-hour session once a month.
- Consult your list of lifetime goals once a month, and

Q Does your ABC system apply to setting priorities for daily tasks as well as to handling paper work?

A Yes. There's what I call the "80/20 rule" that says: "If all the things you want to do are weighted according to value, 80 per cent of the value will come from only 20 per cent of the items."

In a list of 10 things you want to accomplish today, for instance, doing two of them will yield 80 per cent of the value. Find those two, label them both as A's and get them done. Even if they're time consuming, you get more value from tackling them first. If it's a busy day, chances are you can skip the other eight items without any real harm.

Q Are you proposing a solution for those people who feel frustrated at the end of the day because they haven't done enough?

A Yes. People feel more comfortable when they realize how widely the 80/20 rule applies in everyday life. To make people feel more comfortable, I ask them to consider these facts: Eighty per cent of telephone calls come from 20 per cent of callers. Eighty per cent of TV time is devoted to watching 20 per cent of the programs most popular with the family. Eighty per cent of sales come from 20 per cent of customers. Eighty per cent of dinners repeat 20 per cent of the family's favorite recipes. The list is almost endless, but I've found these four examples convince at least 80 per cent of the people.

Q Does it help to write down at the start of each day a list of things to do?

A Yes, provided the list also shows ABC priorities. A lot of people carry around written lists, but they tend to do the easiest tasks first so they can cross them off. While they have a shorter list at the end of the day, the important things are often still undone.

Here is something to keep in mind in setting priorities on a daily schedule: The list should include not just chores to be done at home or office, but priority items that affect one's whole life. For instance, a business executive or a person whose day and night is filled with community activities and social affairs may find that devoting a half hour to jogging or exercise to maintain one's health is just as vital as anything else.

Q Should people who have built up a business and accumulated enough money to take care of the future still worry about lists and priorities?

A Yes. Because if they don't, they're working harder than they have to work. They aren't picking the A priorities

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revise them if necessary. Identify activities that you can do each day that will further your goals.

- Carry blank 3 by 5 index cards to jot down notes and ideas.
- Delegate everything you possibly can to others. Use specialists to help with special problems.
- Generate as little paper work as possible. Throw away nonessential papers as soon as you've read them.

- Try not to work on week-ends.
- Give yourself time off as a special reward when you've accomplished important tasks.
- Concentrate your efforts on only one thing at a time.
- Start with the most profitable parts of big projects.
- Focus on projects that you are convinced will provide you with the greatest long-term benefits.
- Try to handle each piece of paper only once. Answer most letters right on the letter itself.
- Skim books quickly, looking for ideas.
- Examine old habits for possible streamlining.

- Put "waiting time" to good use: Relax, read or do something else you wouldn't otherwise have done.
- Don't waste time regretting failures, or feeling guilty about what you don't get done.
- Remind yourself: "There is always enough time for the important things."

from which they'd derive 80 per cent of the value of their activities. If they worked smarter, rather than harder, they'd have more leisure for an extra trip to Bermuda, playing tennis, reading or enjoying hobbies. They could lead richer lives.

Q What should a person keep in mind in ranking the ABC importance of what needs to be done?

A I suggest five criteria for deciding what priority to give each daily task, once an individual has identified his or her long-term goals in life:

First, how does the task relate to your goals? If it has no direct connection, skip it or mark it C.

Second, what is its immediacy? If you've got a job that has to be done by Friday, you do it by then or it becomes worthless.

Third, who is putting a claim on your time? A family member or important customer deserves a higher priority than someone with whom you relate only casually.

Fourth, what do you feel like doing? Say you've been in a meeting for two hours, and another one is coming up in a few minutes. If you have any choice, you use those few minutes for a change of pace, like a walk down the hall to stretch your legs or a quick phone call to arrange a social engagement.

Fifth, what's the nature of the task? Can you combine it with others? Maybe it's a job that can be finished in the half hour before you quit for the day. Or if you have an errand to run, perhaps you can do a couple of other outside tasks while you're in the neighborhood.

Q In your writing, you've mentioned the importance of "prime time" in setting schedules. What do you mean by that?

A *Prime time* is when you do your best work—maybe early in the morning, perhaps in midafternoon or late in the evening.

Availability time is the best time to attend to other people's needs—those with whom you relate in business or personal life.

Prime time is when you concentrate best. I know early birds who get their best ideas before 8 a.m., and night owls who are most creative between midnight and 3 a.m. If you had to pick two hours of the day when you think most clearly, which would they be? Now, once you've found your prime time, be sure to fill it with prime activities.

Most people will tell you that the first couple of hours at work is their prime time. Yet I'm amazed to discover they spend it on nonprime activities, like reading the papers, handling the mail and returning yesterday's unanswered C-priority phone calls. It's much better to save such routine chores for nonprime hours.

I knew an executive's wife who enjoyed doing water colors as a hobby and part-time-income project. She'd have a great spurt of energy each morning after her husband and kids had left the house—making beds, doing the laundry, picking up toys, dusting. But by 11 a.m., she'd lost her creative drive and didn't do the water colors, even though she had until 2:30 when she had to pick up the children. When she reversed her water colors and housecleaning activities, she had a far more satisfying and sensible schedule.

Q Almost everyone complains that there's not enough time to keep up with essential reading. Is taking a speed-reading course the answer?

A Clearly, the faster you read, the more time you save. But I find that few people who take the courses maintain the added speed—unless, that is, their work requires them to do a couple of hours of concentrated reading every day. I think it's more important to read smarter rather than faster. That means cutting out the reading that's unsatisfying or only marginally informative, then using the extra time and energy for A-priority reading.

Q Are there ways to save time reading books?

A Yes, a book can be read much like a newspaper. Start with the "headlines" on the jacket, where the publisher tells what it considers most significant. Then glance at the table of contents and the chapter headings. Try to skim off the key ideas. Read the details only when something meaningful to you seems involved. Using this method, people can gain much value from a book in a surprisingly short time.

Occasionally you may run across a book that will be useful to you in the future. Don't take time to read it now; you'll forget the details by the time you need them. Instead, drop a note about the book in a card file for future reference.

Q What are some of the things you do personally to conserve time?

A Some of the more important ones are on a checklist I'm leaving with you. [See box above.] I try to keep them in mind as I handle my own business and personal life. I remind myself that there's always time for the important things. If something is important, I'll make the time to do it. I try always to enjoy whatever I'm doing, and I don't waste time regretting what I don't take time to do.

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How to Stop Wasting Time—Experts' Advice

Phone calls, paper work at the office, needless interruptions at home—all these things cut into time that could be spent more productively. Authorities tell what to do about these and other time wasters.

ON THE JOB: "Stick With The Priorities"

Interview With R. James Steffen, Management Consultant

Q Dr. Steffen, how much time does the typical office worker or manager waste on the job?

A Most people could be 20, 30, maybe even 40 percent more productive, and the exciting thing about it is that their increased productivity would be more satisfying to them.

Q What is the biggest reason for the waste of time?

A Strange as it might seem, people don't know which activities they can control and which they can't. They don't know how to allocate their time and energy or how to get the most out of each moment.

Q Just how does an individual go about using time more efficiently?

A To start with, I would recommend using the "ultimate time organizer." By that, I mean identifying the most important thing to be done now and then having the freedom to perform that task with total abandon. Forget everything else and concentrate wholeheartedly on that activity.

Q How do you determine what is most important?

A Successful managers I've studied use eight tools. At the start, get a clear idea of what your goals are, both in business and personal life. That's No. 1. It helps to write these goals down. Then when you think you've got them, redefine them and rewrite them. That's No. 2.

The third of the tools is: Repeat those goals regularly. When you do that, they crawl inside your mind in an orderly fashion. Then you know where you're going.

Next, if you get all these goals lined up, you will see that you have more than you can do at any one time. Since the only thing you control is the present moment, you've got to get those goals into small parts so you can do some of them in the next hour. So step 4 is simply: Divide and conquer.

Fifth, if you do divide those tasks to conquer them, you're going to get a whole lot to do. At that point, you need to set priorities. You need to rearrange things constantly in order of priority.

Those five things are really the basics of figuring out what's the most important thing to do now. The three other tools are really backup tools. There's a need for regular updating of priorities, even hourly if necessary. Then there is a principle that says: If you want to remember it, write it immediately. Then there is a final aid: Have a convenient place for everything and put everything in its place.

Q Could you give an example of how this works?

A Say I'm in the office Monday morning after an exciting weekend. Now, I have a couple of buddies in the office, and one of the first things I want to do when I get there in the morning is to tell them the whole story. That might take 35 minutes or an hour. But I have a report that's due tomorrow morning, and I look at my time and say, "That's an 8-hour report. What's the most important thing to do now?" Well, it's obvious what's the most important: Get the report done and save the conversation until later. It's more difficult, however, to identify "the most important now" as it relates to leisure time or activities in one's personal life.

Q How do you decide priorities?

A Once you get your goals clear, you should sit down each week and write your business and personal priorities for the week to come. It also helps to sit down once a day and write both business and personal priorities for the day to come. Then at the end of the day, it's extremely important to go back to your priority list as you updated it during the day and ask, "Did I get the priorities done?"

Q Do people try to accomplish too much?

A Absolutely. In our business, we have what we call TODLIF, short for to-do-list frustration. It's the feeling you have after working hard all day—maybe 10, 12 hours—and you go back to your to-do list only to find that it's longer than it was at the beginning of the day.

Now, there's a very easy way to overcome that: At some specific time each day, you write the priorities for the day to come. As they change during the day, you change those priorities, and at the end of the day, you go back and say, "Did I get the priorities?" That way, some tasks are going to go undone, but they will be the less important ones.

Q How do you cope with some of the specific time wasters during the day, such as long phone calls?

A With the long-winded phone call, the first thing you need to ask yourself is: Is this really one of my "most important now" activities? If the caller is your major client, it could well be your "most important now." If it's not a major client, then you need to develop some techniques to get off the phone.

One technique is to summarize the caller's thoughts, then ask him if he has any other more important things to tell you. In all probability, he'll say, "No." And you say, "Thank you," and hang up.

Q Can a secretary help with the telephone problem?

A Yes, but you need to make the people around you acquainted with your priorities—your "most important now." For example, if you have two or three key phone

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To deal with office interruptions, set a policy of seeing people only at a certain time.

calls that you're looking for today, you need to tell whomever it is who answers your phone that you're looking for those specific calls. Then if your priority is to get this or that report done, you can have your secretary simply ask other people to call back later.

Q What about the fellow worker who has a habit of dropping by to chat?

A That can be a big problem. When we ask people what frustrates them the most in business, they invariably say the interruptions. I would divide interruptions into two kinds: Those that I cause and those that come from outside. Now, the thing that frustrates people most is not the interruptions that they cause themselves. Yet our research shows that the interruptions that I cause myself waste more time than other distractions. But it doesn't frustrate me, because I cause them.

For example, when I'm doing a report and am getting frustrated because the job is getting tough, I might get up and get a drink of water or walk down the hall and bother somebody else. I really ought to sit there and sweat it out. So one of the things that a person needs to ask if he or she wants to make the most of time is: How much do I interrupt myself?

Q What about interruptions from other people?

A They come in two varieties: Interruptions I can control and those I can't. Each has a different solution. First, the interruptions that I can control. One of the things that I abhor is managers' thinking that they have the open-door policy. They're available to everybody all the time. What that says is that anybody and everybody can set priorities on your time. That's a very poor policy.

Instead, follow the enlightened open-door policy. That involves first deciding when it's most convenient for me to talk to people. Then contact the people that I regularly deal with and find out when they need me the most. Finally, with agreement from them, I set a time that I'll be available to them on a regular basis. At other times, we agree that I'm available for emergencies only.

What this method does is to make me psychologically more available to others—I'll be there when they come looking for me—but actually less available. So I gain concentration time, which is very good for me and very good

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AT HOME: "Organizing Eases the Load"

Interview With Kathryn Walker, Home Economist

Q Professor Walker, is organizing time as important at home as it is at work?

A Yes, but it is often more difficult. There's less control over home time. There are so many unexpected things that can interfere, such as a child coming in with a cut finger or a telephone call from a neighbor. But organizing, unquestionably, does ease the load at home.

Q How much of the day does a full-time homemaker typically devote to child care and household chores?

A It's hard to generalize, but in the case of a family with two children, it appears to average about 7½ hours a day, more if there is a baby and less if the mother is employed. That estimate is for time spent in active participation in activities. It does not include coffee breaks and so forth.

Q Is much of what could be classified as wasted time at home really a form of relaxation?

A Not necessarily. Some individuals use more time to do something because it's important to them, and it may not be relaxation. It may be that, in some households, parents spend more time playing with children because it is important for them to help the child develop some physical or social skills.

Each family must set its own standards for what it considers an important activity and what it considers wasted time. It is the same thing when it comes to cleaning. The decision on how clean is clean and what standard we want to adhere to is terribly important in deciding whether time spent in housekeeping chores is wasted or not.

Q Is it worthwhile, or even possible, for a person with children at home to lay out a schedule and stick to it?

A A schedule at home can be, at best, only a guideline. If one is planning a schedule, there always need to be alternate routes that one can follow. It's very, very difficult to stick precisely to a schedule in a household. But there can be guidelines that really help the homemaker to do the activities that need to be done.

Q What steps should be taken to organize time at home in order to have enough hours for basic chores?

A One begins any such process by asking: "What is it that I want to get out of life? What do I want to get out of home life?" Until we determine what is important and identify values and goals, we cannot really plan time.

The next task is to actually time oneself to see how long it takes to prepare a meal, how long it takes to vacuum the house and so on. Once you have those measurements, then you can begin to allocate time according to a schedule. For those who have trouble functioning without a specific plan, it might help to try such a schedule.

Q What are the major time wasters at home?

A For some it may be telephone calls that come at any hour, a knock at the door, the children next door coming by to play. There are many unexpected things, such as a neighbor who asks you to go on a shopping trip

Walker, 65, is professor emeritus at Cornell University's College of Human Ecology. She is the author of a number of books on time management in the household and women in the work force. She now lives in Ithaca, N.Y.

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for the company, and they gain greater access because they know when I'm available.

Q And the interruptions you can't control?

A Since by their nature you can't control them, you can't do anything about them. But there is a frustration factor that we can minimize, depending on our attitude. The best way to handle that is to make the interruption your "most important now" and do it the very best you can. There are plenty of examples of this, such as being called out of the office to give blood or being asked to arbitrate a dispute between a couple of fellow workers.

Q Do most organizations hold too many meetings?

A Listening to the things that frustrate people in their business life, we find that meetings are second only to interruptions.

I would suggest people use a very simple tool. That is, somebody in each meeting should get together the relative salary of each person and then figure out how much it's costing each minute to hold the meeting. If the people who called the meeting were aware of that, they would have to decide whether it was worth the thousand dollars to hold the session or whether there were alternatives to trying to solve a hundred-dollar problem with a thousand-dollar meeting.

A second thing that is very important for a person going into a meeting is to mentally, or maybe on paper, outline the priorities. By that, I mean write down simply and clearly what they want to get out of the meeting.

Q What can be done to save time on paper work?

A An approach I like is to follow the axiom: "Touch it only once, if possible." In other words, many people shuffle papers around on their desk, and if they can get to a point of touching it only once, that's a big improvement. I need to know where a particular piece of paper work should go and where I should file it so I can find it later.

Q In your book, you mention a "maturity table"—

A Yes. I have in my office a thing I call my maturity table, and it's a convenient place to put those items that I don't know where else to put. So the items sit there, and when I want them I can go get them right away. If they sit there too long, they have totally matured, and it becomes very easy to throw them away then.

Q Is it more efficient in most cases to have lunch at your desk, or is lunch away from the job better?

A That all depends on what your goals are on that particular day. Lunch can be a very leisurely time. And since I believe that leisure should be part of everyone's goal, maybe most days it should be a time to unwind and a time to recharge your battery for the afternoon. However, there are some days when you really want to concentrate and get something done. On those days, a sandwich at your desk may be better.

"Each family must set its own standards for what it considers an important activity," says Professor Walker.

you hadn't planned. This may not be a "waste," but as one says, "Yes," it can help to decide when to do the job that now must go undone. Of course, equipment that fails can be a problem, such as the washing machine that breaks down on laundry day.

Q What are the special household problems created when both husband and wife work outside the home?

A The biggest problem is to decide how the activities that are required to make a household operate can be equitably divided. If we have been reared to believe that this is man's work and that is woman's work, that decision can be very difficult. Studies of time use show that men are beginning to take over more household chores, but that switch has been very, very slow. There's the problem, too, over differing standards between men and women on certain activities. Somebody says, "Well, I'm willing to clean, but I don't think it needs cleaning yet"—and the other person can't stand it until it is cleaner.

It is quite selfish not to have some equitable distribution of the activities that are needed to operate the household. Unfortunately, employed women continue to bear the major responsibility for household matters.

Q Despite the cost, then, are working couples better off hiring outside help for cleaning and other chores?

A Well, those who can do so are the lucky ones. But our surveys show that only about 3 percent of all households have such outside help.

Q What chores can be delegated to children?

A Small children can be taught to accept the fact that they have a place in the household and that they, too, need to handle some chores. There's no question in my mind that even small children can be taught to participate. From the age of 2 on, children can be expected to pick up after themselves if storage space has been organized within reach. That alone can be a big time saver.

As children grow older and have more outside activities, they have to be reminded that they have a responsibility at home, too. Some parents will say, "Oh, but they don't have time to help." That's the wrong attitude. We ought to look at each member of the family and see how time can equitably be divided between home activities and outside affairs. But the process of getting children to feel that they are part of the household and have certain obligations should begin when they are small—not at age 15.

Q How valuable are modern appliances in saving time?

A Contrary to popular opinion, modern gadgetry doesn't necessarily reduce time spent on household work. I know many people with microwave ovens who hardly ever use them. Others use them very effectively. If you have a bigger house in which you have two or three television sets and several rooms for increased privacy, all the additional appliances and all that additional space must be cared for—and that takes time.

Q Are convenience foods a good tool for time saving?

A Yes and no. One of the ironic things that we have noted is that the time spent in food preparation in this country has been reduced somewhat—about a half an hour a day in recent years—but the time for marketing and shopping has increased. So we come out at the same place in the end. ☐

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Exercise C6

PERSONAL PRIME TIME

Everyone has an individual time/energy cycle.

1. When is your best time of day?

2. When is your low time of day?

3. When does your family make the most demands?

4. When does your work make the most demands?

5. When your family makes the most demands, is there a match or mis-match with your prime time?

6. When your work makes the most demands, is there a match or mis-match with your prime time?

7. Which mis-match cause you the most trouble?

8. What are some things you can do about this?

9. In what ways have you sometimes wasted your prime time on routine activities when you have a choice?

Develop by C. R. Nirenstein and M. H. Jones.

Handout C7

IDEAS ABOUT PRIME TIME

Listed below are some statements concerning Prime Time. Give examples from your own experience or the experiences of others that illustrate these statements.

1. When we are aware of our Prime Time, we can attempt to schedule demands to take advantage of that time.

2. We tend to focus on the times when Prime Time and demands do not coincide (mis-matches) and blame ourselves for conflicts and problems which result.

3. Our Prime Time may or may not fit with the Prime Time of other family members and co-workers. This affects relationships at home and on the job.

4. If husband and wife have different Prime Times, they can benefit from this by having the "morning" parent take more responsibility in the morning and the "night" parent take more responsibility in the evening.

5. "Morning" people are usually more in sync with the working hours required for most jobs and may even be regarded as more conscientious employees. They are always at work on time and begin work with more energy. However "night" people may be more willing to work overtime. Flex-time could benefit both "morning" and "night" people, as well as their employers, because they could design a match between their Prime Time and where the most demands are.

Developed by M. H. Jones and C. R. Nirenstein, Combining Work and Family Life: A Partnership, Minnesota State Vocational Education.

'RE-ENTRY TIME' BLENDS FAMILY MOOD

By Niki Scott

Your boss had kind words for you, and you made real headway on a difficult project. You've had a wonderful day.

When your husband comes home, you are eager to recite the day's triumphs. But he walks ahead while you trail behind like a happy puppy, chattering about all the good things that have happened on this finest of days.

He disappears into the bedroom without comment. Deflated, you wait for his return. When he does reappear he is definitely less than cheerful. He isn't a bit interested in your boss or your project. In fact, you realize angrily, he doesn't seem a bit interested in you.

At this point one of three things is likely to happen. You may become very angry, tell his he is a selfish lout and storm out of the room. You may feel small and lost and tell him, tearfully, that he is a selfish lout. You may, on the other hand, maintain hurt silence while you recall one by one all the men you could have married who were not selfish louts.

Later you may learn he had a less-than-perfect day. The boss bawled him out unfairly, his project is in pieces, his head hurts and his stomach is in knots.

And you may learn that his seeming indifference wasn't that at all - he was simply exhausted and harassed.

"But later may be too late. By the time you have all the information, your emotions may have taken over. The hurt or anger you felt isn't easily erased if it's had time to fester," said one family counselor.

"It's a good idea to allow time for re-entry when you first come home," she added. "Try not to jump at your partner, with either good news or bad, when you first come together after being apart all day. Give your partner a little time to shift gears before you unload.

"Take time to wind down first - spend a few minutes with the newspaper, or walk around the block, or spend time with the children - while both of you put the day's events into some kind of perspective."

That doesn't mean non-communication. It just suggests rather low-key communication as two people who have been apart all day wind down and, incidentally, read each other's moods.

Re-establishing contact gradually at the end of a hectic day can often mean more meaningful dialogue later. Generally, it's worth the wait.

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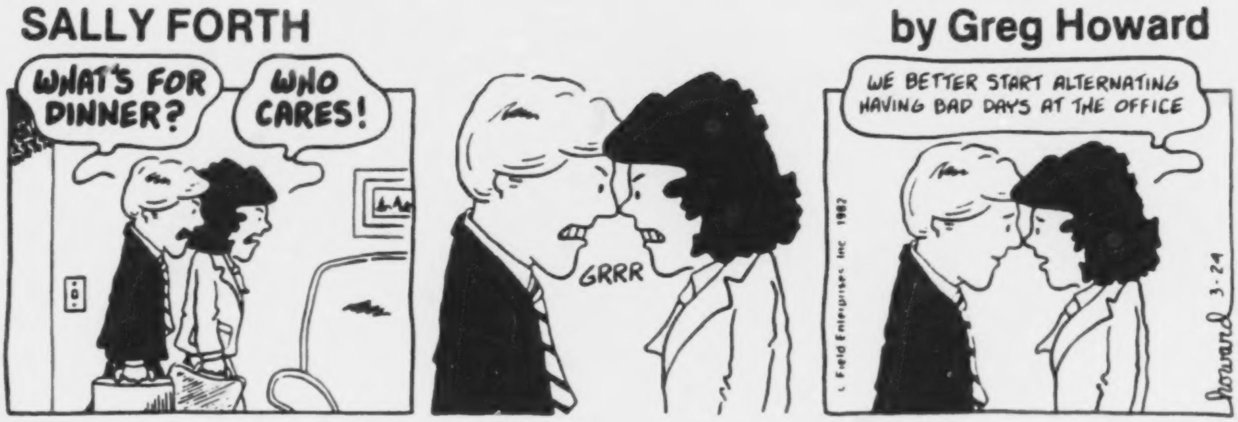
Unit III Cartoon C9


SALLY FORTH
by Greg Howard
WHAT'S FOR DINNER?
WHO CARES!
GRRR
WE BETTER START ALTERNATING HAVING BAD DAYS AT THE OFFICE
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howard

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Handout C11

TIME MANAGEMENT HINTS

SCHEDULING:

- (Keep these general as they may change from week to week)
- lay out on paper the family's weekly schedules - this enables you to see things more clearly
- lay out your own weekly schedule
- allow yourself 1 hour per day and 1 night per week for emergencies, spontaneity, etc.
- be realistic about how long each activity takes you - since you have probably never paid attention to this before, it is suggested that you jot down when you start and stop each chore for a couple of weeks to see how long each takes you
- avoid doing things all at once or a lot at a bad time - try doing some ahead of time - e.g. frantic mornings = do some things the night before
- Remember all scheduling involves trial and error

* If you make up a weekly time table and find that you're having trouble following it, you may 1) be attempting to do too much 2) be trying to change too many things at once 3) not have left enough room for the unexpected 4) have trouble remembering what it is you're supposed to be doing, or 5) procrastination is your middle name.

For problems 1-3 it is recommended you simplify your schedule. For hang ups 4 & 5, it is suggested trying that key tool of organization: THE LIST.

THINGS TO DO COOPERATIVELY AS A FAMILY:

- meals together
- leisure activities together
- building family traditions
- educational T.V. and discussion
- family night
- family meeting - rap sessions - airing out
- chores together
- family ownership - something everyone takes care of - family business
- church and school involvement
- involvement with extended family
- family rules
- family stories
- family working together on homework
- rewards - school, church activities, free or low cost community center and park activities
- family diary
- pooling resources

HOW CAN WE BUILD MUTUALITY IN FAMILIES?

- -- shut off T.V. or select together and discuss programs
- -- gear activities and games youngest and oldest can do - skiing, bowling, jogging, racketball, cards
- -- group purchase, all decide how to raise the money and what to purchase
- -- outdoor work
- -- each person clean own room or 1 bedmaker or 1 picker upper, 1 dishwasher
- -- increase time spent together
- -- shared planning of activities

Material drawn from: Help: A Handbook for Working Mothers, Greenleaf, Schaffer, New York, 1978.

Handout C12

STRETCHING TIME IDEAS

I. At Work

- A. Schedule the day - write a list.
    - a. Make a high priority list - what must get done today.
    - b. Low priority list includes things that can wait.
    - c. Take time and space to accomplish work.
- B. Determine work peak and use it productively.
    - a. Do hardest work during your most energetic hours.
- C. Establish breaks to meet your needs. Do not use them to get extra work done!
- D. Establish and keep an open line of communication with co-workers.
    - a. For support and a network for working together.
    - b. To share concerns.
    - c. "Clear the air" when needed
- E. Recognize and appreciate work done as opposed to work not done.
    - a. Recognize and appreciate work in process as opposed to work not finished.
- F. Make work area for you.
  Consider:
    - a. Privacy
    - b. Enough space for you.
    - c. Efficiency
    - d. Distractions

ADD YOUR FAVORITES

II. In the Household

- A. Prioritize what needs to be done immediately, what can wait.
    - a. Set aside an appropriate amount of time for each activity.
- B. Include the entire family in planning schedules, consider:
    - a. Hold family meetings.
    - b. Charts
    - c. Rotation of schedules

C. Encourage children to participate in household chores, consider.
  - a. Communicate to them that they are an important part of the family, and everyone's efforts are needed.
  - b. Allowances
    - (1) For jobs well done
    - (2) As a reimbursement for work
    - (3) Beginnings of money management

D. Higher, but reasonable expectations of others:
  - a. Children are growing, and our expectations of them can increase.
  - b. As chores around the house increase, so can expectations of spouse or other adults living in the household.

E. Don't be a servant, be assertive, be aware of others' capabilities and responsibilities.

F. Trade Offs:
  - a. Cut back on spending on a weekly or monthly item in order to hire a cleaning service, or save for a dishwasher, or microwave, etc.
  - b. Babysitting coops.
  - c. Rethink household chores, some may be able to be done biweekly or monthly rather than weekly.

G. Reasonable expectations of self.
  - a. Okay not to finish, appreciate progress.
  - b. Consider a list of "I prefer to do..." rather than "I should do."

H. Have all family members decide what can be done ahead of time and do so.

ADD YOUR FAVORITES

III. Children and Family

A. Meals
  - a. Plan for likes, know dislikes, this saves energy used on coaxing children to eat.
  - b. Help problem eater be responsible for own eating: have a food chart, they should fix own food, etc.
  - c. When children help with menus, shopping and food preparation, some mealtime struggles are avoided.
  - d. Serve and count snacks as part of the meal intake if dinner time is far off, i.e. peanut butter and apples.
  - e. When possible, cook large amounts and put in the freezer and serve at a later time. Works especially well for soups, stews and hot dishes.

B. Bedtime

a. Have a consistent, scheduled bedtime.
b. Develop routines to help children "into bed": pick-up time, slow down time, wash and brush teeth, story time, bedtime.
c. Put water by the bed for that "one last drink" of the evening.
d. Let children sleep together.
e. Lie down with your child for a short period of time.
f. When children are not "sleepy", tell them they must stay in the room, read books or do quiet things for a limited time, then lights out.
g. Have a T.V. cut off time.

C. Clothes

a. Wash clothes that are dirty, sometimes children can wear same outfit for 2 days.
b. Pack the diaper bag the night before. Have a list of needed items so the job can rotate among family members.
c. Live with your child's choices and combinations other than your own.
d. Let children choose their own clothes combinations, beginning in the store.
e. Change the clothes in drawers as the seasons change. As winter approaches, box up tank tops and shorts and remove from child's room.
f. Put "special clothes" out of sight and reach of your child's choice - a new pair of white tights or new pants.
g. Set up a morning routine - get up, wash, dress and get ready for breakfast.

D. Childcare and School

a. Read school papers the day they come home.
b. Do paperwork required and set it out to be returned the next day.

E. General

a. Keep a bulletin board, maybe write important dates on a calendar.
b. Hold weekly family meetings.
c. Open mail daily, file papers, forms, bills, etc. and throw out junk mail.
d. Divide up chores, include who pays what bills.
e. Schedule things into the week - family time, together time, out of the house time, private time.
f. Put mending into a bag, similar colors together with one color thread, needle, etc. Then grab a bag to work on during a bus ride, phone conversation, etc.
g. Toys - rotate toys monthly. Put like toys together in cans - trucks, animals, etc. Use shelves rather than toy box.

ADD YOUR FAVORITES

Developed by M. D. Burns.

Handout C13

HUMAN ENERGY SAVING TECHNIQUES

1. Plan a realistic schedule
   - Begin by jotting down when you start and stop a chore - for two weeks. Then make up a schedule.
   - Try to take it easy when energy is low. You'll get more done with less resentment if you go with your energy level.

2. If you wake up full of vim and vigor, plan to scour the oven, prepare a roast, fold the clothes...while the family sleeps.
   - Learn to pace yourself. Even a race horse doesn't run his fastest the entire race.

3. The benefits of lists
   - They save time and psychic effort because you follow them through by rote.
   - They give you a sense of accomplishment as you cross off things.
   - They help you define priorities when you star or rank chores - A. B. C. ...
   - A suggested list of categories:
     * Daily ... must do's
     * Chores ... less pressing duties
     * Work .. project reminders
     * Special events ... parties
     * Food ... shopping list
     * Home ... repairs
     * Children ... clothes, appointment
     * You ... clothes, classes
     * Partner ... things to discuss
     * Calendar ... connect with work calendar
     * Mini address book ... names of sitters, children's friends

4. Creating time when there is no time
   - Take your child along on a shopping trip - use the time to visit.
   - Talk while peeling potatoes, include the children in chores.
   - Turn the T.V. and record player off periodically.
   - Use the time to talk while you're chauffeuring, even if you're in a day care car pool.
   - Bedtime gives you a chance to converse with the very active child.
   - The confined space of a bathroom offers another spot for conversing.
   - Have a set time to call you at work when your child arrives home after school.
   - Children should have your work number and feel free to use it.

5. Your partner
   - Use the "fair but firm" approach when your partner is responsible for duties rather than just "helping you out."
   - Make a list of what needs to be done and who does it, include car, yard work, etc.
   - Renegotiate who does what if need be.

5. Your partner, Cont.
   - Share errands - both should realize how time consuming and energy sapping they can be.
   - If going on a trip, split jobs such as: making reservations, stopping the paper, buying needed supplies, etc.
   - Focus on how much more your partner is doing than:

her mother	his father
her friends	his friends
she used to do	he used to do

NOTES:

Developed by M. D. Burns.

Unit III

Handout C14

Human Energy Saving Techniques with Children

Meals	Bedtime	Clothes	School
- Plan likes and alternates	- Set routines including:	- Set out the night before, child can help select	- Pin up on a bulletin board all deadlines
- Use food chart for problem eaters	- picking up toys	- Live with child's choices and combinations	- Answer correspondence immediately - share task with partner
- Plan more small meals	- pick out stories to read	- Change what's in the drawers with the seasons	- Keep contact with teachers thru notes and occasional phone calls
- Make snacks "count" nutritionally	- wash, brush teeth	- Store good clothes out of reach so your child has a nice shirt or pair of tights when the occasion arises	
- Have chilren help decide menu and cook dinner	- set a glass of water by bed side		
- Invite children to help in all areas of meal preparation and clean-up	- Decide on a bedtime and adhere to it		
	- Clarify bedtime and sleep time. Bedtime means child must stay in their room - may read, play quietly, etc. Sleeptime - means sleep.		

Developed by M. D. Burns

Handout C15

MAKING USE OF BITS OF TIME

WHAT YOU CAN DO IN FIVE MINUTES:

Make an appointment.

Make out a party guest list.

Dictate a short letter or write a note.

File your nails.

Water the plants.

WHAT YOU CAN DO IN TEN MINUTES:

Pick out a birthday card.

Order tickets for a concert or ballgame.

Repot a plant.

Handwash some clothes.

Clean up your desk.

Exercise.

WHAT YOU CAN DO IN THIRTY MINUTES:

Skim a report and mark parts for later study.

Go through backed-up journals, magazines, and newspapers.

Work on a crafts project.

From: Getting organized, S. Winston, Warner Books, 1978.

The Rewards of Saying "NO"

By Dr. Art Ulene

Not long ago my son, Doug, made a comment that changed my life.

"I never see you," he complained one evening when I came home late. I made an excuse about all the things I had to do, and he went off to bed seemingly satisfied. But his remark troubled me.

Later that evening a woman called and asked me to speak at a meeting of her charitable organization, and my thoughts returned immediately to Doug and his complaint. Another night away from home. But I couldn't say no, could I? I had to accept. But then Doug's remark made the decision.

"I'm sorry," I said. "I can't do it." I was saying yes, not to the lady but to Doug and myself. Without a moment's hesitation she asked, "Can you suggest someone else?" I gave her a few names and realized I wouldn't be missed.

It's hard to say no to others, to limit the demands they make on us, but it's something we all should learn to do.

Oddly, the first thing you have to do is recognize that there are times when you can't say no. We all have obligations, duties and responsibilities to our spouses, children, fellow workers, etc.

However, not every request from these sources and from others falls into that category. Some benefit only the person doing the asking.

Meeting those demands may make the other person happy, but it won't leave you feeling fine. Why, then, when we are confronted by an unreasonable request, do we still find it difficult to say no? Partly because "no" is a word we were taught not to use. When we were very young, rebellion earned us a parental warning or a slap. So., many of us stopped saying no. Soon some of us became unable to say it.

Of course there are other reasons why we say yes instead of no. We all want to be liked, to be popular. A new acquaintance asks you out on a night you'd rather stay home. But you say yes because you are afraid you won't be asked again.

Sometimes it's guilt that motivates us. You go because you don't want to make the other person feel bad.

Whatever the reason, if you often find yourself saying yes to things you really don't want to do, you're adding a lot of stress to your life. Giving in to those demands will make you feel as if your life is controlled by others rather than by you.

So you've got to start thinking of saying no to someone else as saying yes to yourself. It frees your time to pursue activities you really want to do, things you may now be denying yourself. It makes you feel good. And you don't have to make others feel bad to do it. Now, I'll try to show you how.

Before we start let's identify three recent demands that you've said yes to, but that you wish you had turned down. Try to think of the sorts of demands that are apt to be made on you again and again.

* Do you have a friend who tries to take up all of your free time, when you'd rather spend part of it reading or with someone else?
* Are you bothered by co-workers who ask you to do their work?
* Are you aggravated by a neighbor who always asks you to drive the car pool?

Think about it now. When should you have said no? Take out a piece of paper or write out:

I should have said no when:

1.________ asked me to ________.
2.________ asked me to ________.
3.________ asked me to ________.

How are you going to say no the next time you want to?

1. Prepare yourself. Practice your response before the occasion arises. Consider a couple of different ways to say no to an unreasonable request. You can just say no - flat out. Or you can suggest an alternative. Whatever your choice, prepare your answer. Say it to yourself just as if you were saying it to the person making the request. Use her name. Say it out loud over and over, until you become comfortable hearing it.

2. Anticipate the response. People who are used to asking favors or making demands aren't going to let you off the hook without a struggle. They'll argue. They'll insist. You must be prepared to reply. Practice your response until you're sure you won't back down.

3. Be ready to try again. Learning to say no may take a while. If your first effort still ends up with your doing what you didn't want to do, go back to step 1 and prepare yourself again.

Learn how to say yes to yourself by saying no to others.

From Feeling Fine by Dr. Art Ulene.
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Handout C17

THE ART OF DELEGATION

Delegation allows a manager/mother to tackle more high-priority jobs and frees up more "fun" hours. Consider several points when delegating both at home and at work:

- Train the person properly.
- Be clear about the instructions.
- Have the person repeat the instructions to make sure they were understood.
- Set a specific, realistic deadline.
- Don't dump, delegate tasks that will help them learn and grow.
- Delegate the tasks you know best and are most efficient with. It will take less time when you review them.
- Delegate with responsibility and motivation, do not delegate with abdication.

Material drawn from: Woman Time, D. Silcox, Wyden Books, 1980.

Handout C18

BLOCKS TO DELEGATING TASKS

1. Guilt feelings about dumping unwanted tasks on someone else. At home, a hesitancy to relinquish responsibilities.

2. Economic considerations prevent a person from hiring a consultant or a housekeeper, and delegating makes more sense.

3. Striving to be a perfectionist - Stop saying, "I can do it better myself." Give others a chance to learn and make mistakes as you once did.

4. You've got to act, rather than assume others know you need help.

5. Delegating or asking for relief may make a person appear to be a failure on the job, or at home. Many mothers feel family members share the benefits of living in the house, and should have responsibilities.

Material drawn from: Woman Time, D. Silcox, Wyden Books, 1980.

THE GRATEFUL WIFE

BY ELLEN GOODMAN

I know a woman who is a grateful wife. She has been one for years. In fact, her gratitude has been as deep and constant as her affection. And together they have traveled a long, complicated road.

In the beginning, this young wife was grateful to find herself married to a man who let her work. That was in 1964, when even her college professor said without a hint of irony that she was "lucky to be married to a man who let her work." People talked like that then.

Later, the wife looked around her at the men her classmates and friends had married and was grateful that her husband wasn't threatened, hurt, neglected, insulted—the multiple choice of the mid-Sixties—by her job.

He was proud. And her cup overran with gratitude. That was the way it was.

In the late Sixties when other, younger women were having consciousness-raising groups, she was having babies and more gratitude.

You see, she discovered that she had a Helpful Husband. Nothing in her experience had led her to expect this. Her mother was not married to one; her sister was not married to one, her brother was not one.

But at four o'clock in the morning, when the baby cried and she was exhausted, sometimes she would nudge her husband awake (wondering only vaguely how he could sleep) and ask him to feed the boy. He would say sure. And she would say thank you.

The Grateful Wife and the Helpful Husband danced this same pas de deux for a decade. When the children were small and she was sick, he would take charge. When it was their turn to carpool and she had to be at work early, he would drive. If she was coming home late, he would make dinner.

All you have to do is ask, he would say with a smile.

And so she asked. The woman who had minded her Ps and Qs as a child minded her pleases and thank yous as a wife. Would you please put the baby on the potty? Would you please stop at the store tonight for milk? Would you please pick up Joel at soccer practice? Thank you. Thank you. Thank you.

It is hard to know when gratitude first began to grate on my friend. Or when she began saying please and thank you dutifully rather than genuinely.

But it probably began when she was tired one day or night. In any case, during the car-time between one job and the other, when she would run lists through her head, she began feeling less thankful for her moonlighting job as household manager.

She began to realize that all the items of their shared life were stored in her exclusive computer. She began to realize that her queue was so full of minutia that she had no room for anything else.

The Grateful Wife began to wonder why she should say thank you when a father took care of his children and why she should say please when a husband took care of his house.

She began to realize that being grateful meant being responsible. Being grateful meant assuming that you were in charge of children and laundry and running out of toilet paper. Being grateful meant having to ask. And ask. And ask.

Her husband was not an oppressive or even thoughtless man. He was helpful. But helpful does not have to remember vacuum cleaner bags. And helpful does not keep track of early dismissal days.

Helpful doesn't keep a Christmas-present list in his mind. Helpful doesn't have to know who wears what size and colors. Helpful is reminded; helpful is asked. Anything you ask. Please and thank you.

The wife feels, she says, vaguely frightened to find herself angry at saying please and thank you. She wonders if she is, indeed, an ingrate. But her wondering doesn't change how she feels or what she wants.

The wife would like to take just half the details that clog her mind like grit in a pore, and hand them over to another manager. The wife would like someone who would be grateful when she volunteered to take *his* turn at the market, or *his* week at the laundry.

The truth is that after all those years when she danced her part perfectly, she wants something else. She doesn't want a helpful husband. She wants one who will share. For that, she would be truly grateful.

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Handout C20

TASK DELEGATION

Look over the following list, add your unique tasks, eliminate any chores listed, simplify where possible, then begin to reallocate or delegate the remaining.

* FOOD:
  Shopping
  Cooking
  Cleaning up/dishes
  Garbage
  Packing lunches

* HOUSING:
  Cleaning
  Appliance Maintenance
  Lawn or yard
  Furnace
  Storms, screens
  House repairs
  Dealing with service people

* PETS:
  Daily Care
  Regular maintenance
  Boarding for vacations, etc.

* CLOTHING:
  Shopping
  Washing
  Folding
  Putting away
  Dry cleaning
  Mending
  Ironing
  Weeding out old clothes

* SOCIAL OBLIGATION:
  Gift buying
  Entertaining
  Holiday and birthday obligations
  Coordinating family's social schedules

* LEISURE:
  Vacations
  Plan social activities
  Weekend activities

* MONEY:
  Budget planning
  Bill paying
  Bank accounts

* CHILDREN:
  Meetings at school
  Driving
  Support for activities
  Volunteer for children's activities
  Help with projects
  Childcare providers
  Getting babysitters

I am committed to delegate these tasks:______________________________

______________________________ to this/these persons ____________________

____

Material drawn from: The Two Career Couple, Hall & Hall, Addison-Wesley, 1979.

DEVELOPING AND SHARING RESPONSIBILITY

Originally prepared by the College of Education,
University of Arizona and Tuscon Public Schools.
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Tuscon, Arizona 85721. Reproduced with permission.
Adaptations by M. D. Burns.

SHARING RESPONSIBILITY

In today's changing society, children are challenged to become "working partners" with parents and teachers. Such a challenge can be met in many ways: mutual respect, sharing of opinions, acceptance of decisions, cooperative setting of goals, standards, or limitations, and permitting certain rights and privileges.

Assuming responsibilities can enhance the individual interpersonally and intrapersonally. As the child learns the benefits of order resulting from cooperation, he begins to view himself as a person who is capable of making a contribution to others. Growth in this area is best acquired developmentally, whereby the child becomes useful and needed at an early age with expectation of becoming more self-relient and independent as time passes.

The adult's personal experiences and situation may lead him to find many ways in which a child can contribute. Sometimes parents and teachers, aware of the need for giving children responsibility, are stymied at knowing what to do and what to expect. The following is intended to meet this need.

The list, prepared by teachers and parents, is cumulative, as a child advances in age or grade he can continue to maintain past responsibilities as well as assuming new ones. The list, meant to suggest possibilities,.is only a starting point subject to the situation and creativity of the adults. Children may be able to accomplish tasks at ages above or below those suggested.

In training for these responsibilities, it may be wiser to proceed gradually. First establish a relationship, and then through friendly discussions, the adult and the child together may determine the manner in which the child can become a contributing member.

Before assigning duties, it would be helpful to keep some of the principles in mind.

1. Children have rights as well as responsibilities. If these are arbitrarily or impulsively withdrawn by the adult, the child may feel dominated or revengeful and will resist any efforts to elicit his cooperation.

2. Children should be consulted about the jobs that need to be done. After they have helped identify the work, then they must help set the standards for work, and be involved in the evaluation of the completed job.

3. Allow the children choices in which jobs they would like to do. (Not doing anything is not one of the choices.) They must then follow through with their choice or experience the consequences.

4. Allow the consequences to follow logically from the uncompleted job. Do not discuss beforehand what will happen if someone does not fulfill the commitment.

5. Place appropriate time limits on when a task should be completed. If the child participates in setting these time limits, he will be more willing to meet them.

6. Vary the tasks to do. Children become easily bored with the same thing. They like the challenge of a new or unusual job.

7. Use common sense in the number of tasks expected of each child. He may stage a "sitdown" strike if he feels used.

8. Remember you are a model of "order" to your child. Do not expect an orderliness or cleanliness from them that you would not expect of yourself.

9. Examine your own standards. Perhaps you are a perfectionist about your house, feel uncomfortable if things are slightly out of order, or are concerned about what others will think. Learn to accept the house as a place of work and communication for the members, and not as a reflection of your own personal worth.

10. Never do anything for a child that he can do for himself.

HOME RESPONSIBILITIES FOR 2-3 YEAR OLDS*

1. Pick up unused toys and put in the proper place.
2. Put books and magazines in a rack.
3. Sweep the floor.
4. Empty ashtrays.
5. Place napkins, plates, and silverware on the table. The silver is on but not correctly at first.
6. Clean up what they drop after eating.
7. Given a choice of two foods for breakfast. Learning to make simple decisions.
8. Clears own place at the table. Puts the dishes on the counter after cleaning the leftovers off the plate.
9. Toilet training.
10. Simple hygiene - brush teeth, wash and dry hands and face, and brush hair.
11. Undresses self - dresses with some help.
12. Wipes up own accidents.
13. Carrying boxed or canned goods from the grocery sacks to the proper shelf. Putting some things away on a lower shelf.

*Those are suggested activities for involving children in family life. No one child would be expected to assume all of these duties.

HOME RESPONSIBILITIES FOR 4 YEAR OLDS*

1. Setting the table - with good dishes, too.
2. Put the groceries away.
3. Help with grocery shopping and compile a grocery list.
4. Polish shoes and clean up afterwards.
5. Follow a schedule for feeding pets.
6. Help do yard and garden work.
7. Help make the beds and vacuum.
8. Help do the dishes or fill the dishwasher.
9. Help the child learn responsibilities by making a goal chart. Then if the work is done all week the parent and child get to (example) go out to lunch.
10. Dust the furniture.
11. Spreading butter on sandwiches.
12. Preparing cold cereal.

13. Help mother prepare plates of food for the family dinner.
14. Make a simple dessert (add topping to cupcakes, jello, pour the toppings on ice cream).
15. Hold the hand mixer to whip potatoes ro mix up a cake.
16. Share toys with friends (practice courtesy).
17. Getting the mail.
18. Tell parent his whereabouts before going out to play.
19. Should be able to play without constant adult supervision and attention.
20. Bringing in the milk from the milkbox.
21. Hanging socks, handkerchiefs, and washcloths on a lower line.

*These are suggested activities for involving children in family life.
No one child would be expected to assume all of these duties.

HOME RESPONSIBILITIES FOR 5 YEAR OLDS*

1. Help with the meal planning and grocery shopping.
2. Making own sandwich or simple breakfast. Then cleaning up.
3. Pouring own drink.
4. Preparing the dinner table.
5. Tearing up lettuce for the salad.
6. Putting in certain ingredients to a recipe.
7. Making bed and cleaning room.
8. Dressing on own and choosing outfit for the day.
9. Scrubbing the sink, toilet, and bathtub.
10. Cleaning mirrors and windows.
11. Separate clothing for washing. Putting white clothes in one pile and colored in another.
12. Fold clean clothes and put them away.
13. Answer the telephone and begin to dial the phone for use.
14. Yard work.
15. Paying for small purchase.
16. Help clean out the car.
17. Taking out the garbage.
18. Deciding how he wants to spend his share of the family entertainment fund.
19. Feeding his pets and cleaning the living area.
20. Learn to tie shoes.

*These are suggested activities for involving children in family life.
No one child would be expected to assume all of these duties.

HOME RESPONSIBILITIES FOR 6 YEAR OLDS*

FIRST GRADE

1. Choose own clothing for the day according to the weather or a special event.
2. Shake rug.
3. Water plants and flowers.
4. Peel vegetables.
5. To cook simple food (hot dogs, boiled egg and toast).
6. Prepare own school lunch.
7. Help hang clothes on the clothes line.
8. Hang up own clothes in the closet.
9. Gather wood for the fireplace.
10. Rake leaves and weeds.

11. Take pet for walk.
12. Tie own shoes.
13. Responsible for own minor injuries.
14. Keeping the garbage container clean.
15. Clean out inside of car.
16. Straighten or clean out silverware drawer.

*These are suggested activities for involving children in family life. No one child would be expected to assume all of these duties.

HOME RESPONSIBILITIES FOR 7 YEAR OLDS*

SECOND GRADE

1. Oil and care for bike and lock it when unused.
2. Take phone messages and write them down.
3. Run errands for parents.
4. Sweep and wash patio area.
5. Water the lawn.
6. Proper care for bike and other outside toy or equipment.
7. Wash dog or cat.
8. Train pets.
9. Carry in the grocery sacks.
10. Get self up in the morning and to bed at night on own.
11. Learning to be polite, courteous, and to share; respect others.
12. Responsibilities like carrying own lunch money and notes back to school.
13. Leave the bathroom in order; hang up clean towels.
14. Do simple ironing; flat pieces.
15. Wash down walls and scrub floors.

*These are suggested activities for involving children in family life. No one child would be expected to assume all of these duties.

HOME RESPONSIBILITIES FOR 8-9 YEAR OLDS*

THIRD GRADE

1. Fold napkins properly and set silverware properly.
2. Mop or buff the floor.
3. Clean venetian blinds.
4. Help rearrange furniture. Help plan the layout.
5. Run own bath water.
6. Help others with their work when asked.
7. Straighten own closet and drawers.
8. Shop for and select own clothing and shoes with parent.
9. Change school clothes without being told.
10. Fold blankets.
11. Sew buttons.
12. Sew rips in seams.
13. Clean storage room.
14. Clean up animal "messes" in the yard and house.
15. Begin to read recipes and cook for the family.
16. Babysit for short periods of time.
17. Cut flowers and make a center piece.
18. Pick fruit off trees.

19. Build a campfire, get items ready to cook out (charcoal, hamburgers).
20. Painting fence or shelves.
21. Help write simple letter.
22. Write thank you notes.
23. Help with defrosting and cleaning of the refrigerator.
24. Feed the baby.
25. Bathe younger sister or brother.
26. Polish silverware, copper or brass items.
27. Clean patio furniture.
28. Wax living room furniture.

*These are suggested activities for involving children in family life. No one child would be expected to assume all of these duties.

HOME RESPONSIBILITIES FOR 9-10 YEAR OLDS*

FOURTH GRADE

1. Change sheets on the bed and put dirty sheets in the hamper.
2. Operating the washer and or the dryer.
3. Measure detergent and bleach.
4. Buying groceries using a list and cooperative shopping.
5. Crossing streets unassisted.
6. Keeping own appointments (dentist, school, etc., and making them within bike distance).
7. Preparing pastries from box mixes.
8. Preparing a family meal.
9. Receiving and answering own mail.
10. Pouring and making tea, coffee, and kool-aide.
11. Waiting on guests.
12. Planning own birthday or other parties.
13. Simple first-aid use.
14. Doing neightborhood chores.
15. Sewing, knitting or weaving (even using a sewing machine).
16. Do chores without a reminder.
17. Learning banking and to be thrifty and trustworthy.
18. Wash the family car.

*These are suggested activities for involving children in family life. No one child would be expected to assume all of these duties.

HOME RESPONSIBILITIES FOR 10-11 YEAR OLDS*

FIFTH GRADE

1. Earn own money (babysit).
2. Be alone at home.
3. Handle sums of money up to $5.00 (honesty).
4. Able to take the city bus.
5. Proper conduct when staying overnight with a vriend. Packing own suitcase.
6. Responsible for personal hobby.
7. Able to handle self properly when in public places alone or with peers (movies).

HOME RESPONSIBILITIES FOR 11-12 YEAR OLDS*

SIXTH GRADE

1. Joining outside organizations, doing assignments and attending. Able to take responsibility as a leader.
2. Put siblings to bed and to dress them.
3. Clean pool and pool area.
4. Respect others' property.
5. Run own errands.
6. Mow lawn.
7. Help father build things and do the family errands.
8. Clean oven and stove.
9. Able to schedule himself ample time for studies.
10. Buy own sweets or treats.
11. Responsible for paper route.
12. Checking and adding oil to car.

*These are suggested activities for involving children in family life. No one child would be expected to assume all of these duties.

HOME RESPONSIBILITIES FOR JUNIOR HIGH STUDENTS

1. Able to determine how late he should stay up during the week. Also able to determine how late he should be out for evening gatherings. (Through mutual parent-child discussion and agreement).
2. Complete responsibility of preparing family meals.
3. Social awareness: good health, necessary rest, nutritious food, correct weight, physical examinations, exercise.
4. Anticipate the needs of others and initiate the appropriate action.
5. Realistic acceptance of capabilities and limitations.
6. Self-respect or individual worth.
7. Responsibility for own decisions.
8. Mutual respect, loyalty and honesty in the family.

Prepared by College of Education
University of Arizona and
Tuscon Public Schools

Handout C22

FAMILY MEALTIME STRATEGIES

Mealtimes can begin the process for helping children:

1. Become Thinkers as they listen to the adults discuss current headlines, politics, world events.

2. Become Problem Solvers by hearing about dilemmas at work, exchanges at the department stores and conflicts and tradeoffs in daily schedules.

3. Learn About Life in general through the eyes of an adult: a new joke, a recipe for a new dish, getting short-changed at the grocery, a book recommendation, or even a new rumor.

Consider these strategies to stimulate, educate and become more intimately familiar with your child:

Developed by M. D. Burns

Vocational Education Work and Family Institute

When today were
you the most:
excited
proud
happy
embarrassed
afraid
angry

ADD YOURS

Pose ethical and
moral problems and
debate alternatives:
What if you found a
wallet with $25.00
in it?
What if you saw
someone shoplifting?

ADD YOURS

Occassionally eat in front of the T.V. evening news. When over, turn T.V. off and discuss the news. After several nights of seeing a story develop, children will bring new questions and insights to the discussions.

ADD YOURS

Encourage family members to bring a personal problem to the table and ask for ideas.

Specific to your family

Take a single subject, go around the table until everyone has voiced an opinion.
Suggestions:
* capital punishment
* dieting
* evolution

ADD YOURS

Play "quiz show" changing categories so each family member can become an "expert."
* Characters on Sesame Street
* Which flies higher, an airplane or a rocket?

ADD YOURS

Material drawn from: "How to Make the Most of Family Mealtimes,"
Letty Cottin Pogrebin, Families, May, 1982, pp. 38-41.

Unit III

Exercise C23

USING YOUR TIME - PAST, PRESENT, FUTURE

	Where were you living and working?	What were you doing with your time?	What was important to you?
Five Years ago			
Now			
Five Years in the Future			

Developed by M. H. Jones and C. R. Nirenstein.

Work

Scorecard on Flextime

Flextime, the work scheduling system that allows employees to choose their own hours (within limits), has been spreading in American business, largely because workers have been pressing for it. But nearly half the companies adopting flextime have discovered an added bonus, according to a new survey: flextime seems to increase productivity through improved morale and lower absenteeism.

Since its debut around 1970, an estimated 13 percent of all U.S. companies have adopted variants of the new system, which now involves three to four million workers, most of them in white-collar jobs. Stanley Nollen, a Georgetown University professor of business economics, analyzed findings from eight surveys covering 445 private and government organizations using flextime. He found that about 8 percent of the companies trying the innovation had dropped it. Reasons for deflexing include higher utility costs (for the longer workday) and opposition from supervisors. But virtually no companies have found the schedule slows down production, as feared.

On the contrary, Nollen found that 48 percent of the organizations reported productivity gains, averaging 12 percent. Most of the rest reported no change in productivity.

Few of the companies used control groups of nonflextime workers for comparison, which raises the question of whether a "Hawthorne effect" may have caused temporary gains in productivity through the novelty and attention surrounding the new program. But when Nollen made his own calls to companies that have been using flextime for several years now, they reported that the gains have held up.

—Berkeley Rice

Nollen is at the School of Business Administration, Georgetown University, Washington, D.C. 20057. His article on flextime appeared in the *Harvard Business Review*, Vol. 57, No. 5.

PSYCHOLOGY TODAY DECEMBER 1979

Work

Flextime Does Not Flex Family Time

Will working parents spend more time with their children if they have more freedom to set their own work schedules? Advocates of flextime often say so. But the most comprehensive study yet of the impact of flextime on family life has just found that after a year on flextime in a federal agency, neither mothers nor fathers reported spending more time with their children than did workers in a comparable agency who worked on regular schedules.

Halcy Bohen, a psychologist at George Washington University, surveyed a total of 700 people in two U.S. Commerce Department agencies, one of them on flextime. The flextime program gave workers two hours of leeway in when to start and stop work but required them to put in eight hours a day, five days a week. Bohen asked the workers in both agencies how they allocated their time between work and home. She also measured stress generated by conflicts between work and home, using questions like, "How often do you feel emotionally drained when you get home from work?"

People on flextime generally reported less conflict between their work and home responsibilities than those on standard schedules. But the ones who seemed to benefit most from flextime, reporting least conflict between job and home, were those who did not have primary responsibility for children—single people without children, married women without children, and fathers whose wives did not work. Wives on flextime said it enabled them to put in more hours doing household chores than they had had on standard schedules.

It would be naive to think flextime could create "extra" time for family and home life, Bohen says, when it only allows employees to rearrange their hours. One father who was interviewed in the study typified the attitude of many workers when he observed that "work makes clear, objective calls on you, and the penalties if you don't meet them are explicit and obvious. The demands, requests, and pleas from your family are not. That tends to tilt the balance toward work."

Though some flextime advocates have hoped that flexible hours might increase husbands' willingness to share family responsibilities with their wives, the study found few signs of such change. Bohen points out that, flextime or no, working mothers still bear the primary responsibility for children, and most fathers still subscribe to traditional views of male and female roles.

In the future, it seems, partisans of flextime will have to be content with the evidence from other studies (see "Newsline," December 1979) showing that flexible schedules seem to have other significant benefits: they improve morale and productivity.

—Berkeley Rice

Bohen is the director of the Work Schedules Study at the Family Impact Seminar, George Washington University, 1001 Connecticut Ave., N.W., Washington, D.C. 20036. Her study will be published as a book this fall by Temple University Press.

PSYCHOLOGY TODAY AUGUST 1980

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Unit III: MANAGING THE WORK-FAMILY LIFESTYLE

PART D: CREATIVE PLANNING AND PROBLEM SOLVING/DECISION MAKING

Content

1. Long Term Goals
2. Setting Priorities
3. Creative Problem Solving/Decision Making Process

Objectives

Participants will:

1. a. Recognize the importance of assessing long term goals and priorities as a key part of managing the work-family lifestyle.

   b. Explore strategies for clarifying and reaching their goals.

2. a. Be able to analyze priorities in terms of work, family and individual needs, responsibilities and values.

   b. Be able to utilize a goal setting contract to facilitate creative planning to meet long and short term goals.

3. a. Learn the steps of a creative problem solving/decision making process.

   b. Apply the process to both work and family issues.

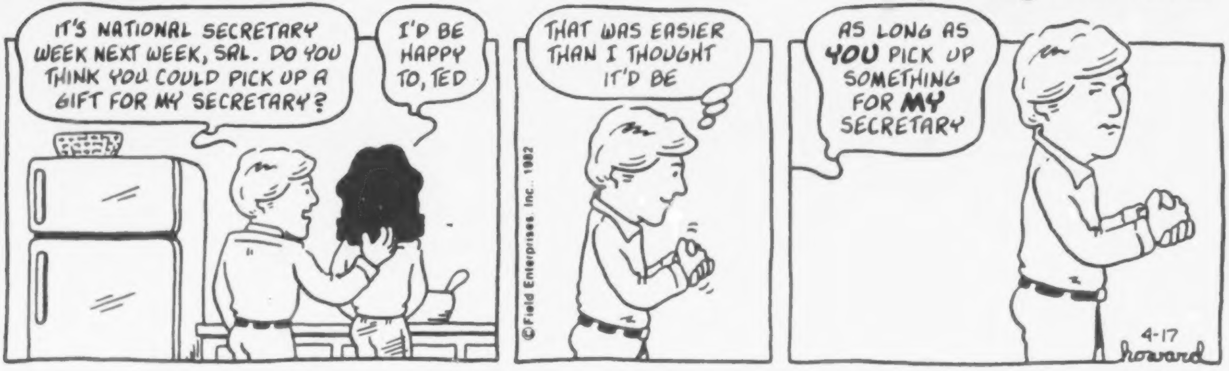
SALLY FORTH
by Greg Howard
SALLY, DID YOU SEE THIS ARTICLE ON HOW TO COMBAT PROCRASTINATION IN THE WORKPLACE?
LEAVE IT ON MY DESK...
I'LL READ IT TOMORROW
© Field Enterprises, Inc. 1982
6-21 Howard

BEST COPY AVAILABLE

NOTES:

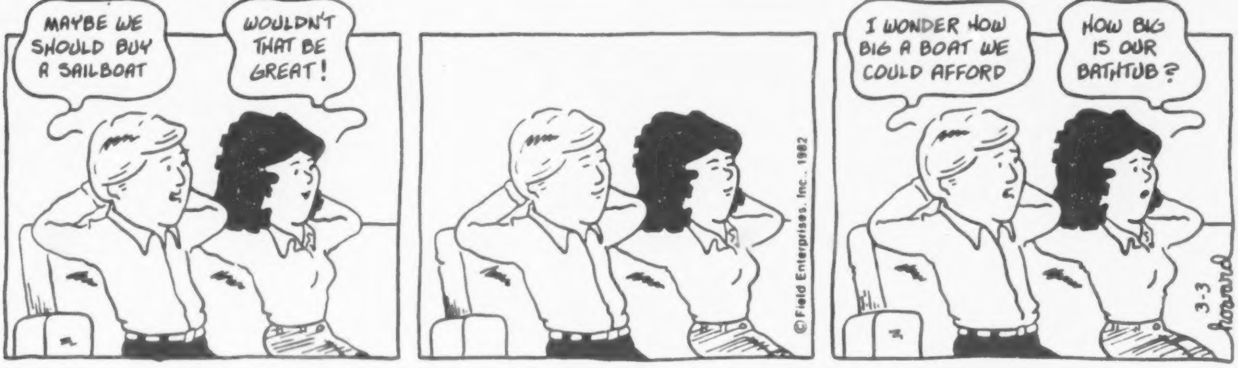
SALLY FORTH

by Greg Howard


IT'S NATIONAL SECRETARY WEEK NEXT WEEK, SAL. DO YOU THINK YOU COULD PICK UP A GIFT FOR MY SECRETARY?
I'D BE HAPPY TO, TED
THAT WAS EASIER THAN I THOUGHT IT'D BE
© Field Enterprises, Inc., 1982
AS LONG AS YOU PICK UP SOMETHING FOR MY SECRETARY
4-17
howard

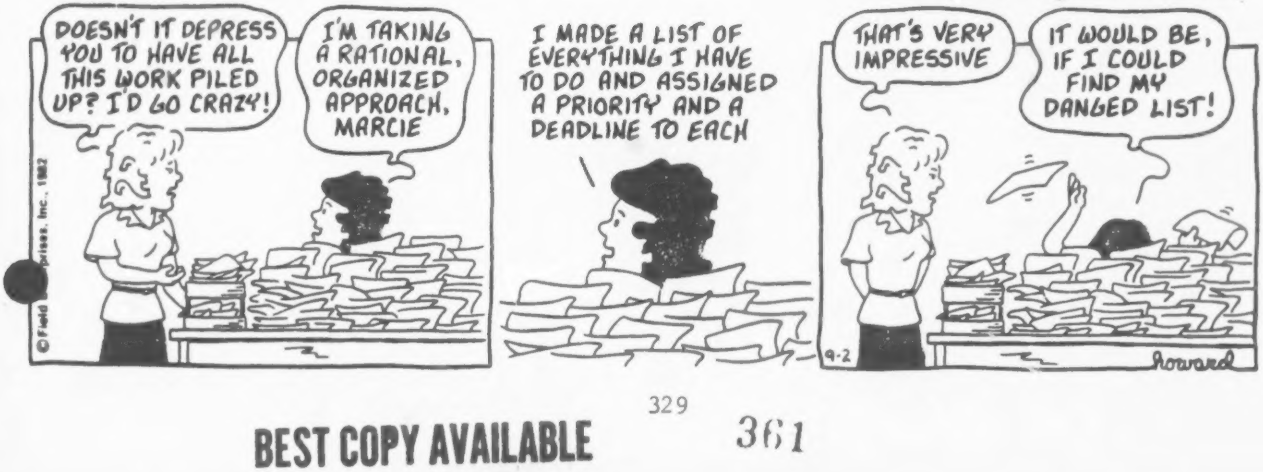
SALLY FORTH

by Greg Howard


MAYBE WE SHOULD BUY A SAILBOAT
WOULDN'T THAT BE GREAT!
© Field Enterprises, Inc., 1982
I WONDER HOW BIG A BOAT WE COULD AFFORD
HOW BIG IS OUR BATHTUB?
3-3
howard

SALLY FORTH

by Greg Howard


DOESN'T IT DEPRESS YOU TO HAVE ALL THIS WORK PILED UP? I'D GO CRAZY!
I'M TAKING A RATIONAL, ORGANIZED APPROACH, MARCIE
© Field Enterprises, Inc., 1982
I MADE A LIST OF EVERYTHING I HAVE TO DO AND ASSIGNED A PRIORITY AND A DEADLINE TO EACH
THAT'S VERY IMPRESSIVE
IT WOULD BE, IF I COULD FIND MY DANGED LIST!
9-2
howard

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Content

1. Long Term Goals

Alan Lakein is one of the founding fathers of time management. His book, How To Get Control of Your Time and Your Life, is considered a classic. Lakein maintains that until you set your priorities and goals for your total life, you cannot make the best use of your time. He makes these three points:

a. Many people don't know what they want to do with their lives.
b. Some people know what they want from life, but they; don't know how to go about reaching it.
c. Some people know what they want and how to reach it, but they procrastinate.

Some people think that there is nothing they can do that will make changes in their lives. Niki Scott maintains that this is not true and that people need to change their attitude and then explore possibilities. The difference between having "just a job" or a career is that for a career you set and work toward concrete goals.

Writing down on paper a person's life goals helps him/her to become aware of them in a new and clear way. Seeing his/her goals in black and white makes them more real to the person. It stimulates further thought about which goals have higher priority, which goals are realistic for them to achieve and which goals they want to begin to work toward fulfilling.

People ought to be interested in the future, for that is where they are going to spend the rest of their lives. If people want something to happen, they must make a space for it in their lives. Instead of being passive, they must be active agents in their futures. These three handouts, included in this curriculum, are meant to help people become active agents in their futures.

a. Planning Your Future - This handout gives some general ideas about planning a person's future and shows a five-step process. Two of these steps use the Creative Problem solving technique.

b. Setting A Goal - This handout lists several strategies and activities to use to determine what a person wants for a goal.

c. Reaching A Goal - This handout lists several strategies and activities to use to determine how to reach a goal.

One very effective way to help people visualize their goals is to form images in the mind. A restful atmosphere, a relaxed attitude and a comfortable position enhances the experience. A progression of images form past to present to future puts the goals people want to achieve into a context and a new perspective.

Application	Resources
● The instructor presents the three points in Content about priorities and goals in life and has them written on the blackboard. Each group member decides which statement is most true of him/her.	
● The instructor distributes the article and the group shares their thoughts and feelings about the points made by the author.	Article D1: "Goals Can Make Career More Than 'Just A Job'" by Niki Scott, St. Paul Dispatch, March 17, 1982.
● The instructor distributes the exercise and the group members complete it.	Exercise D2: "How To Get Control of Your Life," adapted from How To Get Control Of Your Life, Alan Lakein Wyden, Inc., 1973
The group is divided into small groups to discuss: a. What they learned about themselves from the exercise. b. What changes they would have to make in their lives if they are going to begin working toward their goals and fulfill their wishes for the next five years. Some group members may be satisfied with their lives, both at work and at home. They can act as sounding boards for other group members.	

NOTES:

Application

The instructor can use these handouts in three ways:

a. Use them to present information about long term goals to the group.
b. Choose activities included in them to do during class time.
c. Distribute them to group members to take home to read.

As a final exercise for goal setting, the group members are told to sit back, relax and close their eyes. Enough time needs to be allowed for group members to quiet down and get settled.

The instructor asks the group to reflect on their thoughts and feelings and to create an image in their minds of what their goals were five years ago.

A period of time is allowed to pass and then the instructor asks the group to create an image of what their goals are now.

A period of time is allowed to pass and then the instructor asks the group to create an image of what they think their goals will be five years from now.

A period of time is allowed to pass and then the instructor asks the group to open their eyes.

DO NOT HURRY THIS EXERCISE

Resources

Handout D3: "Planning Your Future"

Handout D4: "Setting A Goal"

Handout D5: "Reaching A Goal" Developed by Maya Hansen Jones

2. Setting Priorities

Setting priorities, it is helpful for people to compare what is important in their lives with how much time is devoted to the activity or role. Time and attention devoted to "other activities" and "roles" may be preventing a person from following a true inclination. It is a realization that time and attention is being devoted to something that is relatively unimportant in their life. It is also a way of helping participants see that they may also be feeling very successful in an area for the little amount of effort invested.

Values

As participants are given suggestions for time management skills and energy saving techniques, many may feel the push-pull of all the roles involved. The roles one is comfortable and used to doing, the new ones to be acquired, and the trade offs. It may be helpful to have participants look at their values as a way to sort through roles and decide where to put time and energy.

Working parents probably feel confusion or conflict about the values in their different areas of life. Family, job, friendship, leisure, health and personal freedom areas typically come into conflict. For example, a person may believe they value family life, but continuously make job related choices that take them farther and farther from their family. Thus family related value and action do not match.

Many parents are beginning to experience the freedom to experience their total set of values - men in job related decisions; women in their personal freedom and family roles.

The things a person values can be ideals, possessions, activities, beliefs, or principles. Persons in the family may have the same values or they may be slightly different. If something is a value, it will probably be:

prized and cherished - able to truly say it means a lot,
have chosen it - what is said and done to support it,
able to tell others about it - have a clear picture of what it is and the affects of it.

As parents go through the suggestions for streamlining their lives, and these conflicts come up, it may be helpful for them to think back to their values and those of other family members. This will enable them to realize there is no "right way," only many "different ways."

Application	Resources
● Distribute the article "Something's Got to Give" as a resource for reordering priorities.	Article D6: Something's Got to Give, Lydia O' Donnell, Laura Lein. Working Mothers, December, 1981.
● "Analyzing Priorities" Discuss how time and attention have a direct impact on how important different aspects of one's life are. "Analyzing Priorities" is a tool for participants to check and see if those aspects of their life that are most important are getting their time and attention. Distribute the handout and give participants time to analyze their priorities. Then suggest that at a later time they look more closely at their rankings and consider what changes they would like to make. When the analysis has been completed, offer participants a goal setting contract as a way to reorder priorities. Often people have a better success rate of changing behavior if they involve the encouragement and support of another person. The goal setting contract offers just that support. Share with participants: Some things to consider in a goal setting contract: 1. Try and be very specific and clear about the goal. It should also be an attainable goal. 2. Clarify exactly how this goal will be accomplished, how it will be attained. 3. Write a specific action plan in terms of specific actions, days and times. (continued)	Handout D7: Analyzing Priorities, from The Two Career Couple, Francine & Douglas Hall Addison-Wesley, 1979

NOTES:

Application	Resources
4. Consider obstacles that will need to be overcome. Often times, people sabotage themselves.	
5. Give a reward, a celebration for success.	
6. Give an alternative, what will happen if the terms of the contract are not met.	
7. Write in a completion date.	
8. Write in today's date.	
9. Sign the contract.	
10. Have a witness sign the contract.	
Handout the "Goal Setting Contract" form. Ask participants to fill out the form and turn to the person next to them and sign on the witness line. Note that this alone will inspire participants to work harder toward their goal.	Handout D8: "Goal Setting Contract," developed by Mary Dooley Burns

3. Creative Problem Solving/Decision Making Process

Management specialists estimate that approximately two thousand decisions are made in the course of each day. Working parents juggle three areas of decisions:

1. Home based decisions
2. Work based decisions
3. Logistics of combining home and work

Within these three areas there are two kinds of decisions:

1. Those that affect both other people and ourselves
2. Those that affect only ourselves

Therefore problem solving is an important skill to develop in order to satisfy the many needs of working parents, their employers and their families.

Individuals and families attempt to solve problems in a variety of ways. Some common problem solving styles are:

Avoidance - If I ignore it, it will go away
Authoritarian - I win, you lose
Permissive - I lose, you win
Compromise - I win some and lose some, you win some and lose some
Creative Problem Solving - I win, you win

There are many different models of Creative Problem Solving incorporating most of the following steps:

1. Identify the Problem
2. Gather Information:
    - Relevant Facts
    - Personal Opinions and Feelings
3. Generate Possible Courses of Action
4. Compare Alternatives
5. Choose one Alternative and Try It
6. Evaluate

Application	Resources
The instructor uses the Content paragraph as an introductory statement about problem solving, emphasizing the three areas of decisions and the two kinds of decisions within the areas. The three areas (Home, Work and Logistics of Combining Both) are written on a blackboard, and the group brainstorms some decisions that have to be made or problems which arise in each area on a regular basis. This is not meant to be a complete list, but rather to make group members aware of the number and range of decisions and problems, all the way from "Shall I get out of bed this morning?" to "My child is sick, what shall I do?"	
Instructor and group members discuss a variety of ways people attempt to solve problems using the Handout. Group members share which ones seem to be present in their own families and examples of their experiences with them.	Handout D9: "Problem Solving Styles, adapted from Becoming Us, by Mary Pat Brygger, Patrick Carnes and Herbert Laube, Becoming Us, Inc., Minneapolis, MN, 1975.
The instructor distributes the blank copy of the handout and works through the steps with the group using the example on the instructor's copy of the handout. Group members are invited to contribute additional ideas for step #3.	Handout D10: "Steps in Creative Problem Solving" (blank for group members with example for instructor) Developed by Maya Hansen Jones and Corrine R. Nirenstein

Content

Brainstorming

A technique used to generate as many possible alternatives as possible for problem solving is called Brainstorming. This is the technique used in Step 3 of the Creative Problem Solving process. Knowing the rules helps to make the technique successful:

1. List every idea, no matter how far out it seems to be.
2. Don't judge whether ideas are good or bad, just call them out.
3. There should be no discussion or comments until after the list is complete.
4. Building on other ideas is often helpful and is permitted.
5. It is all right to have periods of silence. Often this means that people are thinking and will have new ideas to offer momentarily.

The technique can also be used to help solve one person's problem. Then that person remains silent while alternatives are suggested. This is called a Suggestion Circle.

One person can also use the process to make decisions that affect only him/herself.

Rules 2 and 3 need to be monitored when Brainstorming is used because many people will continue to judge or comment on ideas unless they are called on it.

Some problems have many possible solutions. Some problems have none. Some depend on external solutions rather than the person or people affected being able to solve it.

Application	Resources
● The instructor goes over the handout with the group. The rules are emphasized so that group members will understand them and be able to use them in future exercises.	Handout D11: "Brainstorming/Suggestion Circle" Developed by Corrine R. Nirenstein and Maya Hansen Jones
The instructor and the group use the Creative Problem Solving technique to consider one of the home based problems listed on the board in this Chapter. Group members are given the assignment to use this technique on a real life problem at home within the next week.	
● Group members divide into pairs. Members of each pair assist each other in using the handout to analyze each other's work related problems.	Exercise D 12: Personal Exercise in Creative Problem Solving at Work" ibid
● The instructor distributes the handout. Group members share their experiences relating to each of the parts of the handout.	Handout D 13: "Problem Solving - Feast or Famine" Developed by Maya Hansen Jones and Corrine R. Nirenstein

NOTES:

Goals can make career more than 'just a job'

Working woman

By Niki Scott

"You talk about job satisfaction and getting ahead. You talk about our futures. But what about jobs that have no future?

"Most women don't have careers — they have boring jobs which offer nothing but a paycheck, and that is being gobbled up by inflation," a woman wrote from Pittsburgh where, at 30, she has just completed her eighth year as a telephone operator.

"I hate my job. It's dull and boring, and they treat me like a 10-year-old. I don't have to worry about my future. It's going to be just like the present — an operator is an operator.

"I'm a machine. I'm allowed to function. If the machine slows down, I'll be out of a job, unless the recession gets me first. But no matter how well this machine functions, I'm still not going to be president of the company."

She has a point.

Most working women have routine jobs. We look forward to weekends, not promotions. We put in our time, collect our pay and try to forget the office as soon as we leave it.

Most men do, too.

And it's true that this Pittsburgh operator probably won't be president of the company, no matter how well she handles her job.

But with a few management courses, she might become a supervisor; she does have seniority and says she likes working with people. Or she might look for another department within the company that would interest her more, perhaps its training or personnel office.

On the other hand, she might take her skill and experience and good record to another company, for a better salary and a chance of advancement, as well.

The point is this. Having a career simply means forming concrete goals, then working toward them. And any working person can do that.

If you have to work for a living anyway (and most of us do) and you're not happy where you are, why not aim for a job that will pay more and be more interesting? If you are going to have to work, why not do what you like to do?

The difference between pursuing a career and having a job is not a matter of title, or how much one earns, or how interesting one's job is.

Rather, it is the difference between putting in time and working toward a concrete goal — becoming more skillful, meeting new challenges or moving just one step up.

If you see yourself as a machine, the boss probably will too. And you'll still have to spend 40 hours a week in a job that bores you.

Scott is author of two books about working women — "The Balancing Act" and "The Working Woman." □

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Exercise D2

HOW TO GET CONTROL OF YOUR LIFE

Time and Life Are Inseparable
If you're wasting your time, you're wasting you're life.

1. What are your lifetime goals?

2. How would you like to spend the next five years?

3. How would you live if you knew that six months from now you would be struck dead by lightening?

Adapted from How To Get Control of Your Life, Alan Lakein, Wyden Inc., 1973.

Handout D3

PLANNING YOUR FUTURE

WE OUGHT TO BE INTERESTED IN THE FUTURE,
FOR THAT IS WHERE WE ARE GOING TO SPEND THE REST OF OUR LIVES.

* If you want something to happen, make a space for it in your life. Instead of being passive, be an active agent in your future.

** Your planning should cover different time spans: one hour, one week, one year, five years, ten years.

*** Plan for gradual changes, not spectacular leaps. The only kind of planning you have direct control over are the modest little goals. The trick is to pile these smaller goals in a way that increases your chances of reaching the long range goals you really care about.

**** To plan, you must have information. Use resource people. To plan education, you must know something about educational options. To plan for a job, you must know about occupational options and job requirements.

***** When you are planning your future, you should plan it in a way that will give you some options, some choices - especially if you are not really sure what you want to do.

1. SETTING A GOAL
   What do I want to do?
2. USE CREATIVE PROBLEM SOLVING
   To gather information, explore alternatives and set a goal.
3. HAVING A GOAL
   This is what I want to do, but how do I get there?
4. USE CREATIVE PROBLEM SOLFING
   To identify barriers to a goal and steps that can be taken to form a plan to reach a goal.
5. REACHING A GOAL
   My plan to reach my goal.

THE CREATIVE PROBLEM SOLVING PROCESS

1. Identify the Problem
2. Gather Information
   a. Relevant Facts
   b. Personal Opinions and Feelings
3. Generate Possible Courses of Action
4. Compare Alternatives
   a. Advantages
   b. Disadvantages
5. Choose One Alternative
6. Evaluate

Developed by M. H. Jones, 1982

Handout D4

SETTING A GOAL - WHAT DO YOU WANT TO DO?

SOME STRATEGIES TO HELP YOU SET A GOAL:

1

Analyze your jobs, hobbies, volunteer work, courses in school, everything you have done in your past. Your life is a continuum, with a steady continuing core of basic skills, talents, things you enjoy doing, and accomplishments that can help you decide what you want to do in your future.

2

Make a list titled, "Before I die, I want to..." Write down all the things you think you want to do or become. Brainstorm and don't reject anything, no mater how far out. Then rank them in order of what you want to do most to what you want to do least.

3

Learn as much as possible about the alternatives you have tentatively chosen. Read. Go places. Talk to people.

4

Write each of the top alternatives that you are considering on a sheet of paper. Then list as many possible consequences as you can think of. After considering the consequences, re-evaluate and perhaps re-rank the alternatives you are considering. This evaluation of consequences can be just as important as the search for alternatives, for if we choose an alternative without thinking about the consequences, we increase the risk of making a poor choice.

5

Write each of the alternatives that you are considering at the top of a sheet of paper. Draw a line down the middle of the sheet. On one side of the line write down all the costs of this choice. Not just money cost, but emotional costs, physical energy, what you will have to give up. On the other side of the line write down all the rewards you will derive from this choice. List all th good things that will result.

Developed by M. H. Jones, 1982.

Handout D5

REACHING A GOAL - HOW DO I GET THERE?

SOME STRATEGIES TO HELP YOU REACH YOUR GOAL:

1

Use the resources, books, people, and places that could give you more information to help you make a decision.

2

Write down all the steps necessary to reach your goal in the order in which they should be taken. Decide when you would want to, or would be able to take each step.

3

At the top of a sheet of paper, write some action you would like to take or decision you would like to make. Draw a line down the middle of the page. On one side of the line, write down all the barriers which that you perceive or that are real - both within and ouside yourself - which seem to be keeping you from acting. On the other side of the line, list alternatives you could take which might help remove or reduce each of the barriers. Evaluate the alternatives. Choose the best ones to explore further.

Developed by M. H. Jones, 1982.

Something's Got To GIVE

Why women who thought they could have it all—and do it all—don't think so anymore

BY LYDIA O'DONNELL AND LAURA LEIN

The house is spotless. The laundry is folded and put away. The beds are made, and dinner, carefully prepared the night before, is warming in the oven. One child is calling for a ride home from choir practice and another is waiting to be picked up after Girl Scouts. A notice announcing the important PTA meeting at 7:30 is taped to the refrigerator. Standing center stage in this scene is *Supermom*. Home after a busy day at the office, she cheerfully resumes her unending round of domestic chores and, with a smile on her well-madeup face, awaits her husband.

As researchers examining what it means to be a mother today, we are pleased to report that the Supermom described above is a dying breed—if she ever really existed at all. In several studies conducted over the past five years, we have talked at length with almost 200 mothers, some employed and some full-time homemakers (the majority of these, however, have been in and out of the labor force). We asked the women about their employment histories and current paid work schedules; their involvement in their neighborhoods and communities; and the types of unpaid work, including housework, they perform while caring for their homes and families.

In analyzing their responses, we have found that a growing number of employed mothers are now comfortable acknowledging that the demands of their paid jobs have required some changes in the amount of unpaid work they do for their families. And these women are finding that many of the changes are not only essential for them, but good for their husbands and children as well.

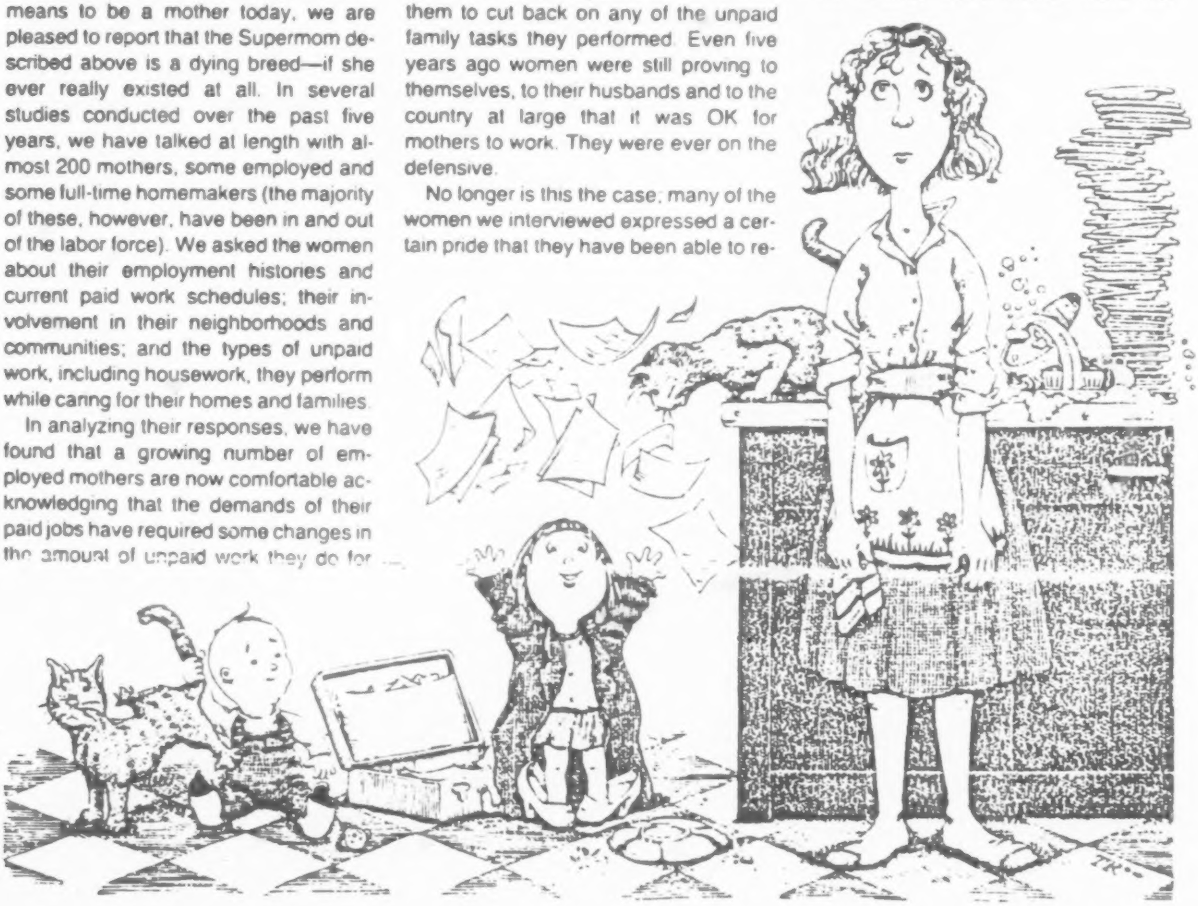
In casting off the image of Supermom, women are adopting far less romantic but more realistic roles. As one woman we talked with explained, "I think I've recognized my limitations. I realize all I can do is the best I can do."

For many years, when women talked of the personal costs of maintaining two jobs, one in the home and one in the workplace, they would proudly stress the fact that their paid jobs had not forced them to cut back on any of the unpaid family tasks they performed. Even five years ago women were still proving to themselves, to their husbands and to the country at large that it was OK for mothers to work. They were ever on the defensive.

No longer is this the case; many of the women we interviewed expressed a certain pride that they have been able to reorder their priorities and live with some cutbacks and compromises, particularly in the line of duty which women see as most burdensome and least desirable—housework.

Mrs. Hartman, a full-time teacher with one preschooler, said, "I still do the cooking because I like cooking. My husband does all the laundry. We basically share everything else. I think that what happens is that we don't do housecleaning. You can't be a good parent and a good teacher and a housekeeper, and so if something has to go, it's housekeeping."

Of course, these women have not



Tim Raglin

From Working Mother Magazine, December 1981 issue.

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made dramatic changes in their domestic life without experiencing that guilt all too familiar to working mothers—especially about the condition of their homes. Many of the women we spoke with had bouts of misgivings before they wrestled with their feelings and reached some satisfactory—or almost satisfactory—conclusion. Mrs. Matthew, a secretary with two children, ages four and 10, said she's "getting better" at accepting a mess when there is one. "It used to really aggravate me and I'd work myself into a dither. 'Gee, I'm not going to get this done on time,' I'd think. Then I finally realized, '*In time for what?*' This is my home and if someone comes in and the clothes aren't folded and the kitchen is a mess, I can accept that."

Mrs. O'Hara, a part-time secretary and the mother of four school-age children, reflected, "I let a lot more things go at home than I did when I wasn't working. I've realized what a waste of time some of those things were. But, to be honest, I've also let a lot of things go that I don't really like to let slide. I like to have a place picked up. But I guess I've learned to live with the house not being as neat as I might like; when you're working, you tend to put your time into the things that are most important."

Many of the guides and how-to books written for employed mothers over the past few years have stressed the importance of organization, of scheduling what chores need to be done, when and by whom. The assumption of these books is that everything needs to be done. More and more women seem to reject such notions of a master plan.

"If I scheduled the laundry for such and such a time, somebody would call and say there was an emergency PTA meeting, and the wash would just have to be postponed," said one mother. "So I found out it was better just to try to do as much as I can in one day." Another woman, asked when she did her household chores, shrugged and said, "Whenever."

Entertaining is another activity whose priority is lowered once a mother starts a job. Virtually none of the employed women in our study had company over on a work night. Even weekends were likely to be spent quietly at home or, at most, going out as a couple—or as a family—to the movies or to an inexpensive restaurant. While this cutback in entertaining may result in some loss of social activity, the employed mother finds that there are compensations. Her paid job provides her with a major source of social time; most working women consider the opportunity they have to be with fellow employees during the day as one of the main benefits of their jobs.

Each family is different. An activity which receives high priority in one house may be given low priority in another. One mother may feel that a family dinnertime is essential for establishing a sense of togetherness, another may feel that evenings are a good time to work since her husband is available to take care of the children.

Many women feel that a mother should be home when children arrive from school, so they cut back paid work hours or arrange their schedules to be on hand. Others want the benefits (including the financial rewards) of a full day and standard workweek, and so stress the importance of a special "together" time in the evenings or on weekends.

There is general agreement, however, that whatever the chosen system, the cooperation of other family members is critical. Some delighted mothers report that they didn't know they could depend on that cooperation—until they got a job. Women have gradually learned that they can ask for and receive help from their husbands and children without feeling like failures.

Mrs. Levine, the mother of two school-age children, who works as a part-time administrative assistant, summed up the feeling of many women. Asked to describe the benefits of her job, she responded, "In addition to helping the family economically, it has made everyone realize that we *are* a family, and everyone has to pitch in to make it work."

Mrs. Sammet, a 33-year-old hairdresser and the mother of two girls, nine and 12, related, "Before I worked, the kids always said things like, well, 'Mom will vacuum,' and 'Mom will do my room,' and 'Mom will put my clothes away because Mom looks in here every day.' Well, Mom doesn't do that anymore. Mom just leaves notes: *I am your room and I am a mess. Clean me please.* And lo and behold! Their rooms get cleaned up and Mom hasn't done it.

"There is a certain amount of cooperation between the two of them that goes into this new situation. Because Susan is only nine and needs a lot of help with her room, with Mom not there, she goes to her sister a lot, which has brought them closer. My husband and I feel that my job has helped them in that respect. It has made them more self-reliant, independent and responsible."

Children are not the only family members who learn new skills when mothers decide there are limits to their time, energy and willingness to be on call. One woman we spoke with, Mrs. Palermo, worked late afternoons and early evenings so her husband could provide child care in her absence. When asked if she missed dinner with her family, she responded, "No! I really don't miss the confusion at all. I think it's great for Dad at one point to be responsible for the five of them without Mom there, which is something he never had to do before."

Not all the tasks which a working mother drops get picked up by other members of the household, however. Sometimes she realizes that there are some chores that can simply go undone—although compromises must often first be negotiated between husband and wife, and parents and children.

At times, suitable compromises are found only after lengthy and often emotionally draining periods of negotiation. And such struggles can revolve around the most seemingly insignificant details of domestic life. One woman told us how her husband complained that his clothes were no longer neatly folded in his drawers. It took many arguments before they finally agreed that her responsibility should end once the clothes were washed. Whether or not the socks and underwear made it into the drawer was up to him.

Although women are learning to cut back, they are by no means neglecting their children, spouses or communities. Women still give high priority to many of the responsibilities we have traditionally associated with mothering. Mothers, for example, whether or not they are employed, are almost always the ones who drop everything to spend a day at home with a sick child. They attend teacher conferences and keep tabs on what is happening at school. Mothers continue to base their decisions about whether or not they should get a paid job, and the hours and location of their workplace, upon the needs of their children.

In addition, a number of studies, including our own, have found that employed women continue to donate volunteer time particularly to child-related organizations. In our research, employed mothers with school-age children were as likely to be volunteers as their homemaker counterparts. In fact, 72 percent of the employed women we spoke with were involved in at least one volunteer activity.

Part-time employees in particular were likely to donate time regularly; almost half of the part-time workers committed a fixed amount of time each week to working with school groups, scouting or similar activities. School-related activities were the most common form of volunteer work, because, as working mothers explained to us, it gives them an opportunity to find out what's going on at school. They also realize that their children like seeing their moms at school. Most of the women we spoke to would rearrange other responsibilities to make sure they could take part, at least some of the time, in school activities. However, these women are learning not to feel guilty when they are not able to be on hand.

Working mothers have always known that they were making a much-needed contribution to the economic well-being of their families. And they've also known that through their unpaid work they are making an invaluable and essential contribution to their families and communities. But what they are beginning to see—and accept—is that there are human limits to what they can do, plenty of things their families can help them do and some other things that can simply be left undone. ■

Lydia O'Donnell is a research associate at The Wellesley College Center for Research on Women. Laura Lein is the Center's director.

Handout D7

Analyzing Priorities

*Rank the following from 1-5. 1 is not important...and 5 is extremely important.

	How Important Is This Area to Me	What Amount of Attention Or Time Is Devoted To This Area	How Successful Or Satisfied Do I Feel In This
1. Your employment: career, job worries, work done at home, deadlines met...			
2. Your partner: time with, think about, talk to...			
3. Your children: care giving duties, help with homework, spend time with, read to...			
4. Yourself: maintain your hobbies and interests. Reading, friendships...			
5. The house: housework, maintenance...			

* Look at your rankings and consider:
- Are you devoiting time and attention to an area that is relatively unimportant to you?
- Are you failing to succeed in an important life area or role?
- Are you getting little success out of a little effort?

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Material drawn from: The Two-Career Couple - Francine and Douglas Hall, Addison-Wesley, 1979.

Handout D8

GOAL SETTING CONTRACT

GOAL: What do I want?

* Clarification - how will I know when I accomplish/attain my goal?

ACTION PLAN: Write in specific actions, days and times.

1) Today:

2) This Week:

3) This month:

OBSTACLES: How do I sabotage myself? What do I allow to get in my way?

____

____

____

____

REWARD: What do I get? How will I celebrate my success?

____

____

____

____

ALTERNATIVE: What will I do if I don't carry out my contract?

____

____

____

____

Completion date: ____________________________

____
Today's date

____
My Signature

____
Witness

Handout D9

PROBLEM SOLVING SYTLES

1. Avoidance - If I ignore it, it will go away

   Many people use this method, but it is the least effective. People procrastinate or completely ignore a problem, hoping that it will go away or that someone else will take care of it for them. Sometimes people ignore problems affecting relationships. This can cause anger or resentlment to build and cause more complex problems which are more difficult to solve.

2. Authoritarian Style - I win, you lose

   One person makes the decisions for all the people involved. This method may also cause anger and resentment to build. An authoritatrian parent does not give children the opportunity to develop a sense of independence and trust in their own ability to make decisions. It may lead to an absence of communication necessary for a positive relationship betweeen parent and child. The same can be true in a work relationship.

3. Permissive Style - I lose, you win

   One person allows another to dominate. The person mav think of this as being "good" or "unselfish," e.g. "Whatever you say, Dear." However people really are not willing to give up any power, so they may use manipulation to get their wants satisfied. They may release their anger and frustration at other times and in other ways.

4. Compromise - I win some and lose some, you win some and lose some

   Trade-offs are made with the understanding that you can't always get everything you want. This style considers everyone concerned, but some people may feel they get the short end of the deal more often.

5. Creative Problem Solving - I win, you win

   Two basic principles are involved in this style:

   a. Everyone is committed to find a solution that satisfies everyone.
   b. Creative techniques such as brainstorming are used to generate as many alternatives as possible.

   Advantages are that everyone is involved in making the decision and therefore are more committed to follow through. The process takes more time; but there is less chance of bad feelings which can cause new problems.

Adapted from Becoming Us: by Mary Pat Brygger, Patrick Carnes, Herbert Laube, 1975.

Handout D10

STEPS IN CREATIVE PROBLEM SOLVING
(Instructor's copy with example)

1. Identify the Problem

   I have to leave my first-grader at home alone for 1½ hours in the morning before the school bus comes.

2. Gather Information

   Relevant Facts

   I must leave for work at 7:00
   The school bus comes at 8:30

   Personal Opinions and Feelings

   I don't think my child is mature enough to be left alone that long a time.
   I feel uneasy about leaving him alone that long.
   My child doesn't like being alonge that long.

3. Generate Possible Courses of Action - Everyone involved contributes alternatives to be considered.

   a. My child would like to play with his friends who lives down the blokc until the school bus comes.
   b. I could hire someone to come to our house for that time.
   c. I could approach my employer about letting me start work an hour later and then work an hour later in the afternoon.

4. Compare Alternatives - What are the advantages and disadvantages of each

   a. My child would have more playtime with his friend and I would know he was taken care of, but I hesitate to ask my neightbor to make the committment.
   b. I would know my child was taken care of, but I'm not sure I can afford to pay someone.
   c. My child would only alone ½ hour in the morning but he would be alone an extra hour after school. I don't think my employer would let me change my work hours.

5. Choose One Alternative and Try It

   I will ask my neighbor if my child can stay at her home in the morning and ask her in what way I could take her child at times in exchange or do something else for her to compensate.

6. Evaluate - Learn to live with it or decide how it might be changed

   My neighbor likes having my son to play with her son in the morning because then she can have a cup of coffee and read the paper. I am going to take her child on some weekends so she can take trips with her husband.

Handout D10

STEPS IN CREATIVE PROBLEM SOLVING

1. Identify the Problem

2. Gather Information

    Relevant Facts

    Personal Opinions and Feelings

3. Generate Possible Courses of Action - Everyone involved contributes alternatives to be considered

4. Compare Alternatives - What are the advantages and disadvantages of each

5. Choose One Alternative and Try It

6. Evaluate - Learn to Live with it or decide how it might be changed

Developed by M. H. Jones and C. R. Nirenstein.

Handout D11

BRAINSTORMING/SUGGESTION CIRCLE

Brainstorming is a technique for generating solutions to a problem. Following these rules will enable participants to respond creatively without fear of being judged. It therefore stimulates fresh ideas for consideration and helps people break loose from fixed ideas responding to problems. One person is responsible for recording the suggestions.

The group may be generating solutions for a problem that affects all the group members. When the problem affects only one member, s/he remains silent while the suggestions are made. This is called a Suggestion Circle.

RULES FOR BRAINSTORMING:

1. List every idea, no matter how far out it seems to be.
2. Don't judge whether ideas are good or bad, just call them out.
3. There should be no discussion or comments until after the list is complete.
4. Building on other ideas is often helpful and is permitted.
5. It all right to have periods of silence. Often this means that people are thinking and will have new ideas to offer momentarily.

Once the group has brainstormed an adequate number of ideas, go over the list and begin to consider the suggestions. Eliminate those that seem inaapropriate. Choose one alternative to try.

Developed by C. R. Nirenstein and M. H. Jones.

Exercise D12

PERSONAL EXERCISE IN CREATIVE PROBLEM SOLVING AT WORK

1. Identify the Issue

2. Gather Information

    Relevant Facts:

    Personal Opinions and Feelings

3. Generate Possible Courses of Action

4. Compare Alternatives - Advantages and Disadvantages

5. Choose One Alternative to Try

Developed by C. R. Nirenstein and M. H. Jones.

Handout D13

PROBLEM SOLVING - FEAST OR FAMINE

1. Working through this problem solving process is not a search for the "one, and only one, perfect solution." It is a search for alternatives and options. More than one may serve as an acceptable way to resolve a problem or make a decision.

   Some choices I have for child care:
   - a. day-care center 2 blocks from home
   - b. my mother who lives 10 miles away
   - c. day-care provider, expensive but close to work

2. There may not be a "complete" solution to a problem. Maybe the best you can do is find one that is partly satisfying.

   We have only one care in the family. So on days I drive my carpool, I have to take my spouse to work first and then drop our child off with her day-care person.

3. Sometimes the solution to a problem depends on an event or a person over which you have no control. You have to wait for the event to occur or the person to act. Waiting, in any form, is usually harder to do than to take some action and feel you are doing something to make change occur.

   I can't enroll my child in the day-care center near home until the director says there is space for her.

4. The passage of time may eventually resolve a problem that seems to have no present solution. You have to decide to wait it out until time takes care of it.

   My youngest child will begin first grade this year and my child care needs will ease.

5. There may not be a solution to a problem at all. Some problems are unsolvable, and you have to learn to live with them.

   I can't work and spend time with my children and still maintain my home to the standards I would like.

Developed by M. H. Jones and C. R. Nirenstein.

UNIT IV: STRENGTHENING THE INDIVIDUAL AND THE FAMILY

PART A: FOCUS ON THE FAMILY

Content

1. Myths About Families
2. Understanding the Family As a System
3. A Study of Family Strengths
4. Exploring Our Own Family Values, Goals, and Rules
5. Today's Parents: New Breed vs. Traditionalists (General Mills 1976-77 American Family Report)
6. Family Communication
7. Strengthening Family Togetherness
8. Family Meetings
9. Nurturing the Couple Relationship
10. The Family Life Cycle
11. Reading Resources

Objectives

Participants will:

1. Become aware of some of the myths about families which affect our perception of what families are or should be.

2. Recognize the characteristics of the family as a system.

3. Consider findings of the National Study of Family Strengths and recognize strengths present in their own families.

4. a. Recognize and analyze their own values as employees and as parents.
   b. Explore both short term and long term goals they have for their families and for their children.
   c. Examine family rules and evaluate their effectiveness.

5. Analyze the values considered important by the New Breed Families and Traditionalist Families as defined in the 1976-77 General Mills Family Report and compare them to their own family.

6. a. Recognize the parts of the communication process and begin to develop effective listening and speaking skills.
   b. Consider ways to confront problems, use negotiation to reduce conflict and utilize assertive communication techniques.

7. Consider ways of strengthening family togetherness.

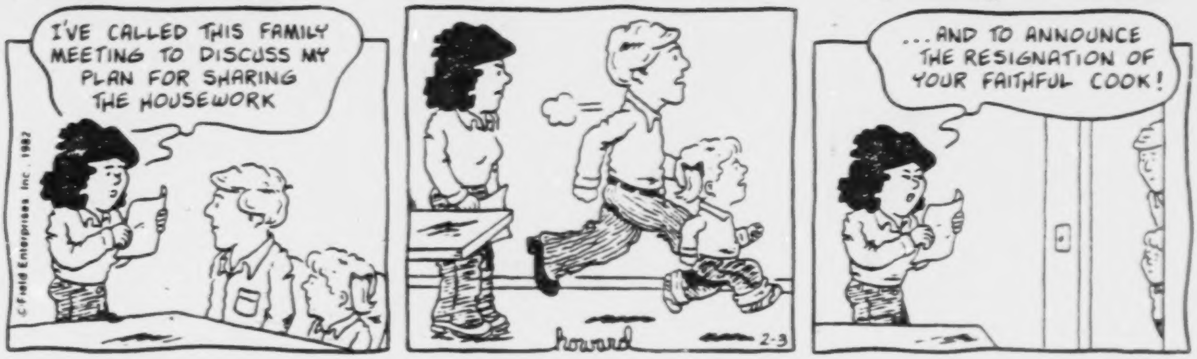
8. Be able to set up and carry out an effective family meeting.

9. Recognize the value of maintaining a healthy adult partner/couple relationship and consider some ways to strengthen that relationship.

10. Recognize the stages of the family life cycle and predict typical life events/stresses that occur in each.

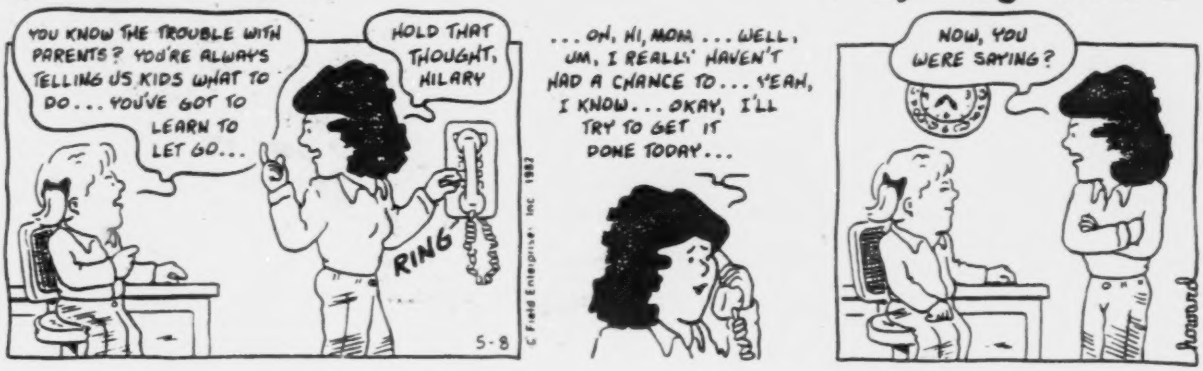
SALLY FORTH

by Greg Howard


I'VE CALLED THIS FAMILY MEETING TO DISCUSS MY PLAN FOR SHARING THE HOUSEWORK
© Field Enterprises Inc. 1982
howard
2-3
...AND TO ANNOUNCE THE RESIGNATION OF YOUR FAITHFUL COOK!

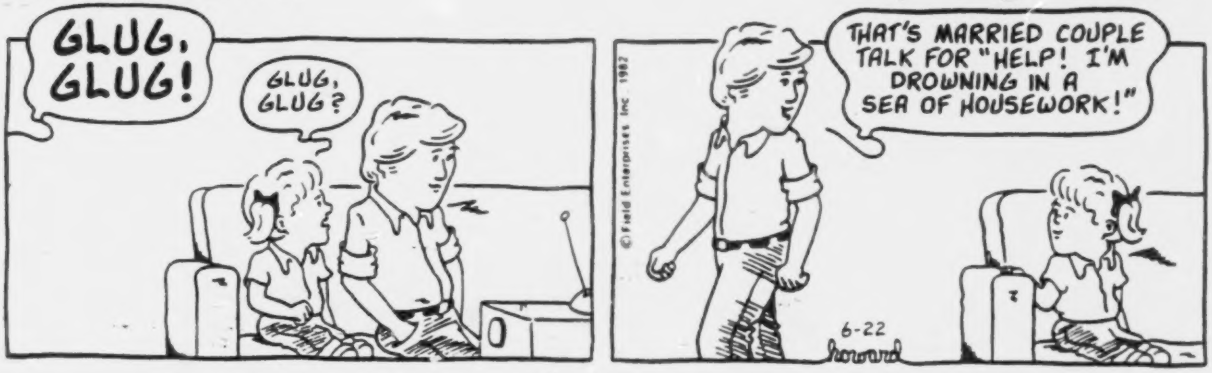
SALLY FORTH

by Greg Howard


YOU KNOW THE TROUBLE WITH PARENTS? YOU'RE ALWAYS TELLING US KIDS WHAT TO DO... YOU'VE GOT TO LEARN TO LET GO...
HOLD THAT THOUGHT, HILARY
RING
5-8
© Field Enterprises Inc 1982
...OH, HI, MOM ... WELL, UM, I REALLY HAVEN'T HAD A CHANCE TO... YEAH, I KNOW... OKAY, I'LL TRY TO GET IT DONE TODAY...
NOW, YOU WERE SAYING?
howard

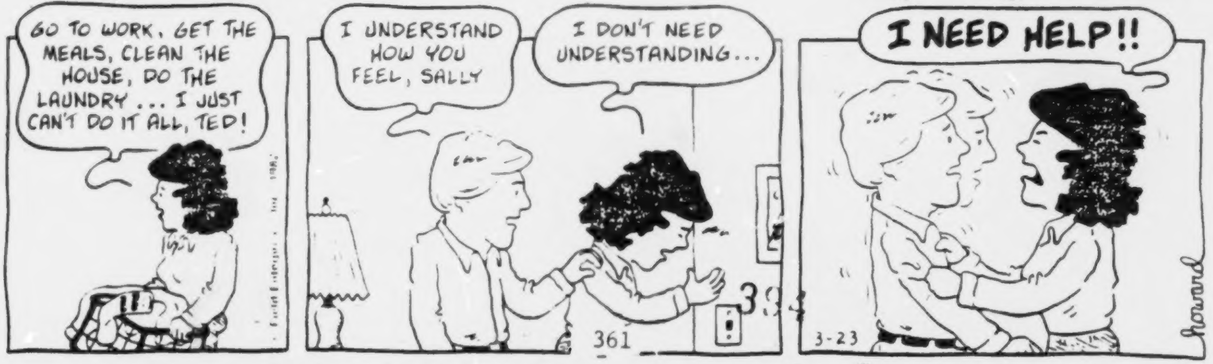
SALLY FORTH

by Greg Howard


GLUG, GLUG!
GLUG, GLUG?
© Field Enterprises Inc 1982
THAT'S MARRIED COUPLE TALK FOR "HELP! I'M DROWNING IN A SEA OF HOUSEWORK!"
6-22
howard

SALLY FORTH

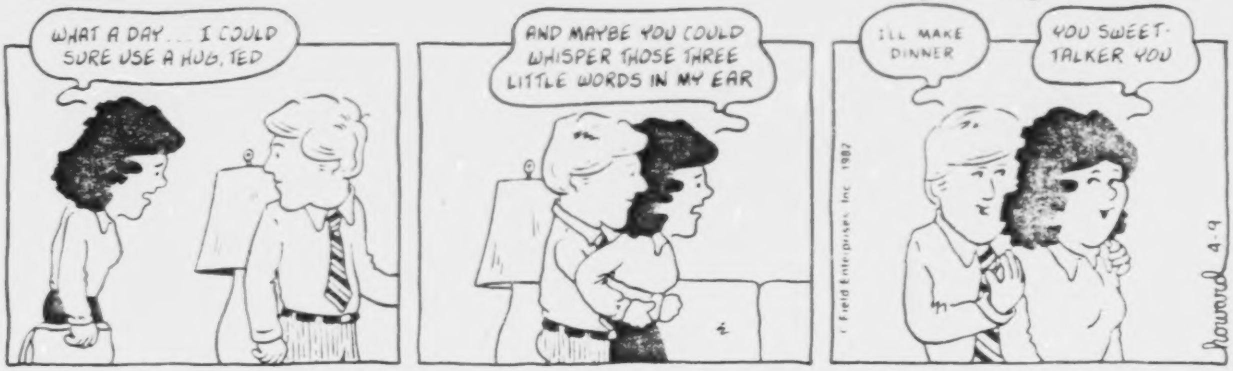
by Greg Howard


GO TO WORK, GET THE MEALS, CLEAN THE HOUSE, DO THE LAUNDRY... I JUST CAN'T DO IT ALL, TED!
© Field Enterprises Inc 1982
I UNDERSTAND HOW YOU FEEL, SALLY
I DON'T NEED UNDERSTANDING...
I NEED HELP!!
3-23
howard

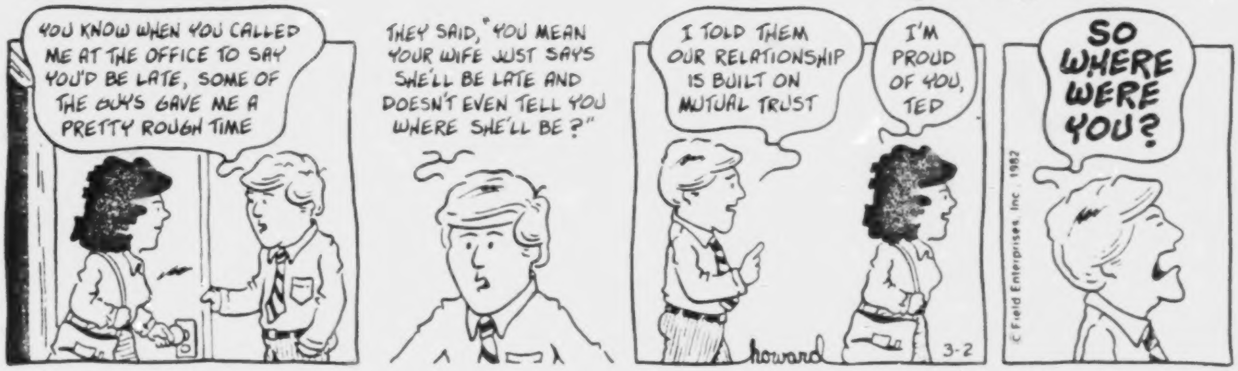
UNIT IV

STRENGTHENING THE INDIVIDUAL AND THE FAMILY

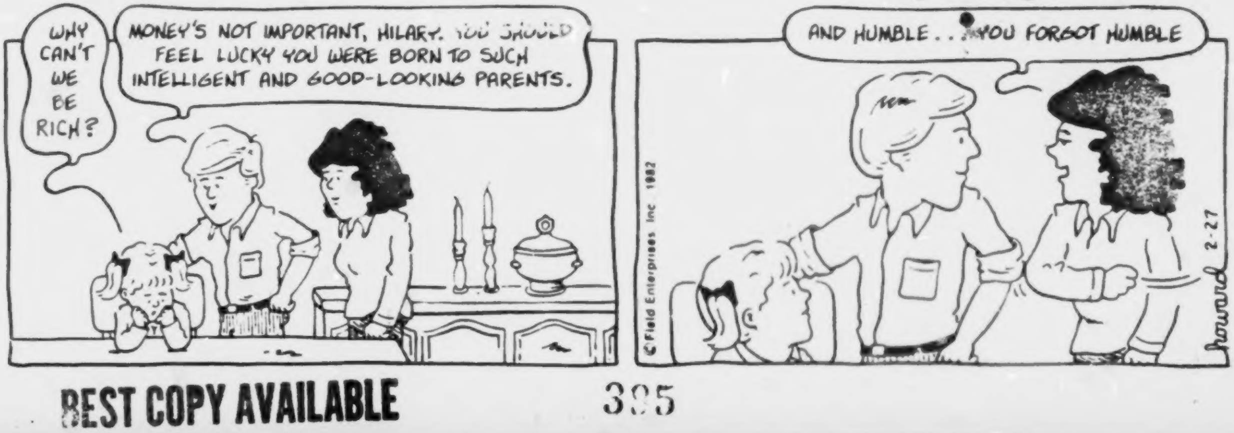
SALLY FORTH by Greg Howard


WHAT A DAY... I COULD SURE USE A HUG, TED
AND MAYBE YOU COULD WHISPER THOSE THREE LITTLE WORDS IN MY EAR
I'LL MAKE DINNER
YOU SWEET-TALKER YOU
© Field Enterprises Inc 1982
4-9
howard

SALLY FORTH by Greg Howard


YOU KNOW WHEN YOU CALLED ME AT THE OFFICE TO SAY YOU'D BE LATE, SOME OF THE GUYS GAVE ME A PRETTY ROUGH TIME
THEY SAID, "YOU MEAN YOUR WIFE JUST SAYS SHE'LL BE LATE AND DOESN'T EVEN TELL YOU WHERE SHE'LL BE?"
I TOLD THEM OUR RELATIONSHIP IS BUILT ON MUTUAL TRUST
I'M PROUD OF YOU, TED
SO WHERE WERE YOU?
howard
3-2
© Field Enterprises Inc 1982

SALLY FORTH by Greg Howard


WHY CAN'T WE BE RICH?
MONEY'S NOT IMPORTANT, HILARY. YOU SHOULD FEEL LUCKY YOU WERE BORN TO SUCH INTELLIGENT AND GOOD-LOOKING PARENTS.
AND HUMBLE... YOU FORGOT HUMBLE
© Field Enterprises Inc 1982
2-27
howard

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NOTES:

Content

MYTHS ABOUT FAMILIES

1. Myths About Families

Sheila O'Fahey, Staff Director in 1979 of the Governor's Task Force on Families, presented the following myths about families:

A. That families are places of harmony and peace

Actually a whole range of emotions is present in a family. These emotions need to be accepted, negotiated and/or dealt with in some way.

B. That families are self-sufficient

Families interact with and are inter-dependent with many other systems. Some family functions have been partly or almost completely taken over by other institutions, e.g. the school system, the health care system. Families draw support from public institutions, but they are also supported by their extended families and friends.

C. That there is a typical family

Usually "typical" is defined as comprising a working father, an at-home mother and one or two children. Statistics vary depending on what survey is being cited, however U.S. Department of Labor statistics for 1981 reported that:

--48% of women who are married and have children under the age of 6 are employed (percentage goes up for women with older children or grown children).

--19% of children are living in a single-parent home (it is estimated that close to 50% of all children spend part of their childhood in a single-parent home caused by either divorce or death).

D. That families are outmoded

It is generally believed that there is no other unit in society that can provide the services for individuals as well as a family does. The structure of families may change (there are now more single-parent families and more families in which the parents are employed), but it still remains the basic unit in our society.

The poet Robert Frost defined home as "the place where, when you go there, they have to take you in."

Jane Howard, in her book Families, says, "...every human being who has ever drawn breath has been part of at least one family. Families breed us, name us, succor us, embarrass us, drive us off toward adventures as foreign to them as we can imagine and then they lure us back. Families collapse, but families expand. They shatter, but they heal."

Application

Resources

As an introduction to this topic, the instructor presents the following questions to the group for their responses:

- Is the family supposed to be a place of harmony and peace?
- Are families self-sufficient?
- Is there such a thing as a "typical" family?
  How would you describe a typical family?
- Are families outmoded?

The instructor contributes the information in Content for each myth. Other statistics can be cited for Myth #3, however, statistics lose their impact if too many are presented at once.

Content

2. Understanding the Family as a System

Many family experts now look at the family as a system. In the past the idea of system was applied to the blood (circulatory system) or to a river (tributary system) or a group of devices that form a network for distribution or services (heating system, park system, highway system).

Systems are composed of complex components or factors that are directly or indirectly related in a causative network. Each component is related or interacts with others in a more or less stable way within a given period of time.

Looking at the family as a system, it's member's initiate activity as well react to the activities of others. The family performs tasks as it experiences it's series of expected life changes. More specific to the definition of a system:

1. The positions held by family members (factors) are interdependent.

2. The family constitutes a unit through selective boundary maintenance.

3. The family has adaptability to change and initiates change.

4. The family performs a variety of tasks throughout the life span, meets the needs of it's members, other societal agencies and as a result continues on and on.

Application

Family System's Theory has several points that are helpful, especially to working parents who are trying to implement changes at home due to increased demands for work. Include a discussion of these points:

- A family is more than a sum of its parts.
- Causality is circular rather than linear. That is, there is no direct or one-way cause and effect relationship between people interacting.
- A change in one part of a family system affects all parts.
- The most effective change requires changing the entire family system.
- The family as a system develops patterns of response and a set of rules.
- A family attempts to establish and maintain homeostatis.

Use a flip chart and list the components of family systems and briefly describe each factor involved. Invite group participation.

1. The family is interdependent. If something happens to one member of a system, it effects every other member. The effect can be direct or indirect.
   Example: When six year old Matt is naughty, eight year old Sarah runs to tell her dad who listens and calls Matt. Matt is punished, and leaves for his room crying, which upsets mom and she feels angry with dad. Sarah comes to mom with a request. Mother is still angry with dad, does not pay attention to Sarah who leaves feeling rejected.

Ask group to share how a work related incident has effected their family. Explain the family members are also part of other systems (such as at work) that will have an impact on the family.

Resources

Information drawn from Family Careers, Joan Aldous

Application

2. Families tend to set boundaries. One is physical residence others are the way a family lives in their residence.
   Example: As family members come home, they take off their "public selves," mom cooks in her house coat, dad walks around in his shorts, the bathroom has an open door policy mom calls "grand central station."

   Families also develop and perform birthdays celebrated. Ask participants to share how rituals are or were performed in their families. Are there rituals from work or school that have been carried over

3. The family is able to adapt to change and initiate change in order to reach and maintain equilibrium
   Example: Just as a family gets used to an infant, the child grows and emerges as a toddler...with new issues, demands and requiring a reinterpretation of rules.

   Due to participation in other groups, (civic organizations, a new company, team sport) family members are no longer satisfied and may make different demands. The family will use a variety of techniques to deal with the conflict situation which if successful causes new behaviors that are then integrated into family patterns.

4. The family is a task performance group. Included on the tasks families accomplish in our society are:
   - Take care of and maintain physical needs of family members. (food, housing, clothing)
   - Socialization of members for roles in the family and other groups. (gender - male and female - roles as well).
   - Maintain social control within the family and between family members and outsiders (discipline at home, advocacy for child at school, morale maintenance for all.

Resources

Application

- Addition of family members and release of members (adoption and reproduction).

Display and invite participants to construct a Family Systems Mobile. The mobile can be used to describe how the family as a system functions.

Note how each piece is connected and interconnected. Show that when one piece of the mobile changes in some way: is added, taken away, or changes position, all pieces change location and the mobile needs to be balanced once again, resulting in a new balance point.

Resources

Exercise A1: "Family System's Mobile," Developed by Mary Dooley Burns

3. A Study of Family Strengths

Recently Nick Stinnett and John DeFrain, both on the faculty of the Department of Human Development and the Family at the University of Nebraska, conducted a Study of Family Strengths. This study was designed to look at successful, happy families to assess what characteristics they had in common. 350 families were selected representing a wide range of socioeconomic levels, ages of participants and ethnic backgrounds. However all couples considered themselves happily married (in a first marriage) and satisfied with parent-child relationships. The following strengths were found to be present in these families:

1. Show appreciation for one another - Family members notice and praise the positive qualities in other family members. This provides an atmosphere of warmth and support.

2. Time is spent together - Activities together, doing both household tasks and leisure activities, are built into the family schedule. Families build up a reserve of good feelings which bolster them when troubles come.

3. Good communication patterns - Families spend a lot of time talking to each other. When they fight they are able to get the conflict into the open and share their feelings.

4. Committed to the family group - When their lives seem fragmented or the joy in being together seems gone, they rearrange priorities and put their family first for awhile. Other outside activities are demoted to second place to make time for the family.

5. Tend to be religious - There is a high degree of spiritual life present. Most of the families attend church or synagogue regularly, take part in other church activities and have prayer or Bible reading in the home. This shared religious life provides the family with common values and a major source of strength.

6. Deal with crisis positively - The families confront many crises, but in dealing with them they have two things in common: 1. they have the ability to see something positive in the situation, and 2. they join together as a family to deal with the crises.

Application	Resources
The Handout, "Characteristics of a Strong Family," is distributed to the group and discussed.	Handout A2: "Characteristics of a Strong Family"
The Handout, "My Family Strengths," is distributed to the group and completed by each person. The group then shares what they have written on the Handout and also specific examples from their daily lives that illustrate their strengths and those found in their study of Family Strengths. The group can also identify family strengths which may be emphasized because they are employed. This activity can be done in small groups to ensure that more people have a chance to share. Group members might also feel more comfortable in a small group. (We have to remember that people find it difficult to compliment themselves). The groups could be divided on the basis of single parents and married parents or parents of pre-schoolers and parents of older children.	Exercise A3: "My Family Strengths"
The article can be distributed for group members to read at home or used as an instructor resource.	Article A4: "In Search of Strong Families," Stinnet, 1979
"Closer Together" is an alternate handout which builds on the Stinnet study and uses other sources as well.	Handout A5: "Closer Together," developed by Ron Pitzer, U of M

4. Exploring Our Own Family Values, Goals and Rules

Values

Values are the beliefs and attitudes that motivate people to follow certain patterns of behavior or styles of living. Parents are more effective when they know what they value for themselves and how those values influence their goals for their children.

Goals

Parents need to decide what they really want for their children, what character traits, values and skills they want their children to attain. Parents tend to emphasize goals they have for their children as children and less often consider goals they have for their children as adults.

There is often a discrepancy between the long term goals that parents have for their children and the short term goals. For example, parents want their children to have good judgment and make wise decisions as an adult (long term goals), but often choose what they think is best for their children and provide little opportunity for them to make decisions (short term goals).

Parents generally have high hopes and great expectations for their children (My son the doctor). This can lead to great parental pressures being put on children to achieve.

Parents in the General Mills Report, "Raising Children in a Changing Society," published in 1977, were asked to choose the most important characteristics they wanted from their children. Following are the top three choices from a list of 16:

Traditionalist Parents:

1. Have good manners
2. Be responsible
3. Have good sense and judgement

New Breed Parents

1. Have good sense and judgement
2. Be responsible
3. Have good manners

Rules

Families live by rules whether the rules are consciously or unconsciously adhered to. There are many factors that influence what rules are chosen and followed in a family. Families may find it useful to make a list of family rules.

Note: See Unit II, Part B, "Framework For Parenting and Working," for working for additional material on values, goals and rules.

Application

Note to the Instructor: The following three exercises, on Values, Goals and Rules, can be done separately or as a unit.

Values

The instructor distributes the questionnaire and suggests that group members read through the list first and make changes or additions if they feel the need before they make their choices. Group members fill out the questionnaire.

After the group members have completed the exercise, the instructor leads a discussion using the following questions:

- Did you add or change any values?
- Was this a difficult exercise?
- Who or what influences your values?
- Do you think the way you actually spend your time and money reflects your values?
- Are values that aren't important to you using up a lot of your time and energy?
- Is there conflict between some of your values?
- Is there any conflict between your personal values and any that exist on the job or at home?
- Is there any conflict between your personal values and those of co-workers or other family members?
- If there are conflicts, what are some things you can do about them?
- Which values do you have now that you think will change within the next ten years?

Goals

The instructor asks the group:

- What are your goals for your children as children?
- What are your goals for your children as adults?

The group brainstorms characteristics they value and the instructor writes them on the blackboard in two columns.

Resources

Exercise A6: What Do I Value in Life?

Application

The instructor presents the information in Content to the group. The group discusses any discrepancies in their goals for their children as children and goals for their children as adults.

This exercise can be used instead of the above exercise or as a supplement to it.

The complete page from the General Mills Report is included and can be distributed and discussed. Group members can choose which characteristics they would choose as their top three choices.

A worksheet can be made listing just the characteristics and eliminating the statistics. Group members can then discuss or choose which characteristics they consider most important.

Group members can discuss the following questions:

- Do you have different goals for sons vs daughters? Has being an employed parent affected your attitude about this?
- Does being an employed parent affect what characteristics you desire for your children as children? As adults"

Rules

The group fills out the exercise and discusses their responses. The following questions can be used to stimulate discussion:

- Where did the rules come from?
- Do you know the reasons for the rules?
- Do the rules create harmony or cause conflict in the family?
- What happens when rules are broken?
- Do your rules help your children attain the goals you have for them as adults?
- Do all families have rules?

Note to Instructor: Be careful that these rules concern people (bedtime) and not tasks (changing the sheets). This exercise is not "task" oriented.

Resources

Handout A7: "How Parents Want Their Children To Be," exerpt from General Mills Report, "Raising Children In A Changing Society," Page 89

Exercise A8: "Family Rules"

NOTES :-

5. Traditional vs. New Breed Parents

In 1977 General Mills published an American Family Report, "Raising Children in a Changing Society." This report presented results of a study conducted by Yankelovich, Skelly and White, Inc. in which 1,230 families were interviewed to find out what parents and children think about family life and about each other.

The study divided the parents interviewed into two groups, New Breed and Traditionalist, on the basis of their responses to three variables:

1. Willingness to sacrifice for their children
2. Traditional versus nontraditional views on sex roles
3. The perceived value of having children.

The New Breed parents represented 43% of all fathers and mothers of children under 13 years of age. The traditionalists represent the majority of all parents with 57%.

The New Breed parents have rejected many traditional values for themselves, but still think it is important to pass these same values on to their children.

Application

- The exerpt from the General Mills Report is discussed by the group.
- The instructor presents the information in Content to the group.
- The following questions can be used to stimulate discussion:
    - Do you identify with one of these groups more than the other?
    - Does being employed outside the home affect which group, New Breed or Traditional, you most closely identify with?
    - Are there any values you have rejected for yourself which you still want to pass on to your children?

Resources

Handout A9: General Mills American Family Report, 1976-77, Raising Children In A Changing Society, pp. 27-32

6. Family Communication

Recognition of the communication process involves coding and decoding, effective listening skills, asking for feedback and an overall willingness to communicate.

With today's fast pace and rapidly changing world, it is more important than ever that families develop effective communication. Communication is the way we share what is meaningful in our lives with others. Families have within their reach the ability to build up or tear down the people they live with.

Families strive for a more loving, supportive, and enriching life through communication. Although employed parents are very busy, they can know that the limited amount of time available for the family can have a very positive effect on their quality of life.

Communication involves more than hearing or speaking words. All messages are "coded" through words, tones, and gestures. This same message is then "decoded" so that the thought, feeling, or idea is understood.

A significant aspect to this process of "coding" and "decoding" is to be an EFFECTIVE listener.

Feedback is an important tool in communication. We feed back our messages to others in three different areas of perception: what we see or hear, what we think, and how we feel. "I" messages are given from our own perspective:
- how I feel
- what the other person is doing
- what I'd like

Example: "I am discouraged and think what we are doing is unimportant when you do not come on time to our meetings."

Application	Resources
Distribute "Communicating" to participants and point out how the process of coding and decoding takes place and how these concepts are a large part of communicating. You may wish to work through the exercise with a role play situation.	Handout A10: "Communicating" Developed by Mary Dooley Burns with Roseann Guiguere
This information has been included as a teacher and participant resource. The information states that learning to be a good listner is a skill that can be learned. Especially highlight several aspects of listening: make connections, generalize, bring up inconsistencies, check to make sure the message is understood.	Handout A11: "Guidelines to Effective Listening" Developed by Mary Dooley Burns with Roseann Guiguere
Distribute the handout and go through the steps with participants. Split into pairs so participants can practice giving feedback and sending "I" messages in the following situations: 1. You and your partner both work 9-5, five days a week. Your partner is very sociable and has just joined an organization (hobby, sport, new interest, civic organization...). This new interest demands evening and weekend time be spent away from you. You have always looked forward to and need together time. 2. You've noticed lately that your children's clothes and school projects have begun to pile up in the entry way. It is important to you that the entry rooms in the house be kept in good order.	Handout A12: "Feedback" Developed by Mary Dooley Burns with Roseann Guiguere

Application	Resources
3. You have just been transferred to a new project at work and your colleague "eats and sleeps" the project. You have family responsibilities that are important to you. You are unwilling to stay through the dinner hour and come in on Saturdays for the sake of the project.	
Pull the group together and ask pairs to share their feedback points.	
"Hints on How to Communicate: is a handout that can be distributed to participants for their information. Ask the group to brainstorm others they have found helpful. Record the additions.	Handout A13: "Hints on How To Communicate", Getting It Together for Employed Parents, Iowa State University

NOTES:

Communication Techniques, As a Way of Reducing Conflicts

Often we think of communication as the same thing as talking. We announce, inform or tell someone something. However, another part of communication means that we are "actively" involved...more than hearing or eavesdropping or even "lending an ear." We are involved in really understanding a point of view, which in itself can sometimes resolve a conflict. More success will be felt on this level as communicators become skilled in a wide variety of communication techniques.

Utilizing a problem solving process will require time and energy but with the use of communication skills the pay off is with the effort. (Refer to Unit III, Part 3C, for more resources on problem solving). Employed parents may find that they'll reap "double their time's worth." The problem solving process will give employed parents new skills and support in confronting and resolving problems and conflicts.

It is important that participants realize that a conflict may not be resolvable, especially if it is focused on a deep value or a "core value" held dear to one person involved. (Refer to Unit II, Part B, for a more indepth discussion of values). If this is the case, it should be discussed and encourage persons involved to find other areas of the relationship to build on.

As a support to single parents, help them see that "toxic" relationships must be ended. It may be a necessity so that the other person and other family member can survive and be true to themselves.

Still, there are wide areas of freedom where both parties can communicate. Discover what is acceptable, areas where there are no problems, areas where problems exist and areas that are unacceptable.

Application	Resources
● Distribute the exercise which lists a variety of communication skills that can be used. They are listed in order of INCREASING ACTIVITY on my part. Go through each skill and discuss with the group.	Handout A14: "Overview of Communication Skills" Developed by Mary Dooley Burns
● Make several sets of cards which have one skill on each card, plus a card marked "RECORDER". Divide the group into subgroups of 8 each. Distribute a set of cards to each group. Each member takes a card and tries to use the skill listed during the exercise. Give the group a problem to discuss, instruct the recorder to write down impressions. After 5-7 minutes, ask the groups to stop discussing and listen to the recorder's report in their group. Pull the entire group together and ask for feedback: - were you a natural in your assigned skill or did you need to work at it? - What are your strongest skills? - what skills need practice?	
● "The Seven Steps to Problem Solving" is a handout for participants. It is an approach that requires energy and time, but the payoff is worth it. It is another situation where working parents will reap "double their time's worth." They will find that as problems are tackled, the love for family members grows and that "special something" begins to happen when people really communicate.	Handout A15: "Seven Steps to Problem Solving" Developed by Mary Dooley Burns.
The teacher may want to divide the group into age appropriate groups and give each group an appropriate age-related situation to work through using the Problem Solving Steps. For example, parents of preschoolers work together, parents of teenages work together, etc.	

Application

Distribute the handout. Focus on the point that in order to resolve a conflict, it needs to be discussed. If it is never discussed, it will have a slim chance of getting resolved. Problems rarely go away. Suggest participants make a silent commitment to confront one work or home related problem within the next week.

In discussing conflicts; include the following points:

- conflicts may not be resolved, especially if focused on "core value." If this is the case, discuss the issue and then find other areas to build a relationship on.
- Toxic relationships must be ended. A toxic relationship is one that is: harmful, injurious, unhealthy, deadly, lethal...
- There are areas of freedom where both parties can negotiate and compromise - communication opens them up.

"Negotiation as a Conflict Reducing Technique"

This exercise is a tool for participants to use. Everyone has a small area within a conflict where anything is acceptable and another small area or part of a conflict that is completely unacceptable and non-negotiable. Then there is a broad area within the "middle ground" where negotiation can occur. The dotted line shows that this line is fluid and can be moved. Go through the exercise using a variety of examples.

From family life:

1. A child care issue, perhaps picking up a child from day care, or doctor and dentist appointments.

Resources

Handout A16: "Confronting the Problem" Developed by Mary Dooley Burns

Handout A17: "Negotiation as a Conflict Reducing Technique" Developed by Mary Dooley Burns with Roseann Guiguere

Application

2. A housekeeping issue, perhaps sharing meal preparation and clean up, or general housekeeping and maintenance.

From work life:

1. An overtime issue or coming in and putting in time into the late evening and weekends.
2. You have agreed to help out on a project which will add to your already heavily scheduled time, when you arrive at work the next day, it appears you are responsible for a major and much bigger part of the project than what was originally outlined.

Resources

Content

7. Strengthening Family Togetherness

Building a strong family takes time. This, of course, is what is in such short supply when parents are employed outside the home. There are many activities which can strengthen family togetherness. Families need to recognize the importance of time together and have a method of scheduling it into their busy lives.

Application	Resources
The group discusses the suggestions for activities being done by real families printed on the article "Strengthening Family Togetherness" and/or the handout "Prime Time - Family Time." Group members contribute creative ways that they have found to spend time together in their own families.	Article A18: "Strengthening Family Togetherness," Friendly Exchange, Farmers Insurance, Fall, 1982. Handout A19: "Prime Time - Family Time," drawn from Family Time A Revolutionary Old Idea, by Grady Nutt, Family Time Committee, Million Dollar Round Table, Des Plaines, Ill. *
The exercise, "Leisure Activity Checklist, "can be used in class or taken home to use with other family members.	Exercise A20: "Leisure Activity Check List"
An article, "How to Make the Most of Family Mealtimes," by Letty Cottin Pogrebin, which is discussed in Unit III, Part D "Time and Energy Management" can also be used at this time.	

* Note:
Family Time, A Revolutionary Old Idea is a very good resource for family togetherness. Copies can be ordered through the address above for $2.00 (quantity discounts available.

8. Family Meetings

Family meetings are regularly scheduled meetings of all family members. They are most effective when all members have an equal opportunity to join in the decision making process. Topics run the full range of a family's beliefs, values, wishes, complaints, plans, questions, suggestions, activities... whatever the family feels comfortable with.

Generally, family meetings provide a forum for family members:

- to be heard
- to express positive feelings about one another and give encouragement
- to distribute chores fairly among members
- to express concerns, feelings, and complaints
- to settle conflicts and deal with recurring issues
- to plan for family time together, including family recreation.

Before families embark on this concept, parents need to think about "where the buck stops" and how the adult, as a parent, is prepared to deal with the possible need for changes in their way of doing things. The parents also need to look at and recognize any areas of family decision making that need restructuring.

As the idea of a family meeting develops it would be good to clarify some areas where the family can be making decisions together. Encourage parents to use the communication and problem solving information in their family meetings.

Working parents often do not feel they have the energy or resources to think up "fun" things to do with the family. For those that are interested, resources have been included.

Application	Resources
The family meeting idea may be new to some class participants. It is helpful for the adults involved to first clarify which matters of family life will be discussed and that some areas are NOT up for group decisions is O.K. Family meetings can begin in families with children as young as 2½ or 3. The goal of this 10-15 minute meeting is to decide what to buy grandma for her birthday.	Handout A21: "Family Meetings: Where to Begin," Family Time A Revolutionary Old Idea, Grady Nutt
It is suggested that meetings be set at a regularly scheduled time, but in some families it works if one member feels the need for a meeting and one is then Meetings" but also encourage members to use, adapt or throw out any that don't seem to fit their situation.	Handout A22: "Guidelines for Family Meetings," from Systematic Training for Effective Parenting, Dinkmeyer and McKay
Employed parents are very busy and do a wonderful job of juggling work and family life. Their families are important and spending time with and enjoying family members is a goal for many. However, after a busy day away from home, or a busy evening at home it is sometimes hard to identify activities for "family time." Distribute the handout and use as a beginning for a discussion. Encourage participants to share things they've done and record these added suggestions.	"Prime Time - Family Time," Family Time A Revolutionary Old Idea, Grady Nutt (See Handout A19)

9. Nurturing the Couple Relationship

Couples where both partners are employed have much to talk about. The transition from one role to another, and the blending of roles is neither quick nor smooth. The changes faced by employed partners can be accompanied with much stress. Communication and the process of recognizing, confronting and working through stresses is always enhanced if those involved feel an atmosphere of trust, commitment and safety. Couples need to work at encouraging these feelings so they can communicate in a safe, trusting, committed relationship.

Included is some information on assertive behavior which allows the individual to speak for themselves.., avoid blame and learn how to deal with manipulative hostile criticism. Verbal assertions, in fact, allows for emotionally supportive and reassuring concern to happen.

When people choose not to take assertive action, they accept things as they are. As a result, frustrations are vented in an unrelated, unaccepted manner. Other people, and especially a partner or family members, play important roles in influencing what we do and how we feel about ourselves.

Application

"Expectation Exercise"

If couples attend the group together, have them begin with this exercise. Ask that they not put their names on the paper. When completed, pass in and share some comments to build camaraderie.

Remind the class this is a time for you and your partner to "tune in" to each other. Their task is to build on the positives and to rediscover the "riches" they each possess.

As the facilitator, you are to guide the discussions, you are not the expert nor a therapist.

"Awareness Wheel"

Present the handout and work through it questions, etc. The instructor may want to read Alive and Aware: Improving Communication in Relationships by Sherod Miller before using this material.

"The Awareness Wheel Exercise" will give participants on the spot practice with the concepts presented by the awareness wheel. Ask the group to fill out the sheets individually, then break into small groups for feedback. Present the following questions for consideration:

- Which of the five areas of awareness do you most often use?
- Which ones do you overlook
- Which ones are you aware of, but choose not to use
- How can you include all five areas in your awareness?

Resources

Handout A23: "Expectation Exercise" Adapted from Carole Clark by Mary Dooley Burns

Handout A24: "Awareness Wheel" Adapted by Mary Dooley Burns Materials developed by Sherod Miller, Elam W. Nunnally and Daniel Wackman.*

Exercise A25: "Awareness Wheel Exercise" Adapted by Mary Dooley Burns. Developed by Sherod Miller, Elam W. Nunnally and Daniel Wackman.*

* Sources: Talking Together and Couple Communication Instructor Manual

Available from:

Interpersonal Communication
Programs, 1925 Nicollet Avenue
Minneapolis, MN 55403

Application

"Three Reasons Why I Chose You"

This exercise has been designed as a "take home" assignment. Participants are asked to fill out the exercise and set aside some time to share their responses with their partner.

"My Partner's Loving Behavior" (The word partner rather than spouse will include more single parents in the discussions.)

Bring up the following points and questions to the participants:

- List all the things that your partner does that make you feel loved, etc.
- Break into same sex groups and share information. You may wish to add other points to your list at this time.
- Join your partner and share together.

Pull everyone together and as an entire group, or in small groups discuss:

- Was this hard for you? Why?
- What did you like about the exercise?

"My Loving Behavior"

Consider these directions for participants:

- List all the things I do for my partner that show I love and appreciate you.
- List positive traits of partner - really "stock up" on these.
- Split into same sex groups and share positive traits of partner. (Again, it's O.K. to add more to your sheet as your memory gets jarred).
- Share your sheet with your partner - ALL THOSE POSITIVE TRAITS

Resources

Exercise A26: "Three Reasons Why I Chose You" Adapted from Carole Clark by Mary Dooley Burns

Exercise A27: "My Partner's Loving Behavior" Adapted from Carole Clark by Mary Dooley Burns

Exercise A28: "My Loving Behavior" Adapted from Carole Clark by Mary Dooley Burns

Application

"How to Achieve Your Goals...Assertiveness"

This is included as a resource for participants. Ask participants to respond assertively to the following situations, or ones of your own:

1. You and your partner both have full-time jobs. You enjoy fixing meals but would like help with the children, setting the table and cleaning up.
2. Your spouse sits at the breakfast table on Saturday mornings with head buried in the paper, ignoring what you have just said.
3. It is 10:00 a.m. and you are at work and your supervisor asks you to stop what you are doing and run a personal errand. You are typing a report that must be finished and run off by 11:30 a.m. You have already skipped your coffee break.

Resources

Handout A29: "How to Achieve Your Goals... Assertiveness" from When I Say No I Feel Guilty adapted by Mary Dooley Burns

Content

10. The Family Life Cycle

Evelyn Duvall describes stages through which a family progresses from marriage of a man and woman to the end of their lives. The middle stages are based on the age and stage of the oldest child. This is a model of a "typical" family and adjustments need to be made for other forms of the family and to include other events such as early death of a spouse, divorce and remarriage. The stages are:

1. Establishment Stage - From marriage until birth of first child
2. Child-Bearing Stage - From birth of first child until that child reaches about 30 months of age
3. Preschool Stage - Oldest child: 30 months to 6 years
4. School Age Stage - Oldest child 6 - 13 years
5. Teenage Stage - From time first child enters adolescence until first child is "launched" (leaves home)
6. Launching Stage - From time first child is "launched" until last child is "launched"
7. Middle Years (or Empty Nest) Stage - From time last child is launched until retirement of one or both spouses
8. Aging Stage - From retirement until death of last spouse

Understanding the Family Life Cycle helps us anticipate times of change as well as the heavy and light periods of demand upon time and energy. Considering achievements at different stages of life is self esteem building

Application	Resources
The instructor distributes the Exercise, presents a brief summary of the stages and explains that this describes a "typical" family. The instructor emphasizes the need to consider other forms of the family, such as a single parent, and events not included in this brief summary, such as early death of one spouse, divorce and remarriage or childfree couples.	Exercise A30: "Family Life Cycle Chart" Adapted by Maya Hansen Jones and Corinne R. Nirenstein from materials developed by Ron Pitzer, University of Minnesota Extension
Group members mark in the circle on the chart the number of years their families spent in each stage up to the present and estimate the probable number of years that will be spent in future stages.	
Participants may be divided into small groups based on which stage they are in (determined by the age and stage of their oldest child). If there are not enough people in some of the stages, more than one stage can be grouped together.	Handout A31: "The Family Life Cycle," Ronald L. Pitzer, University of Minnesota Extension
The small groups read the longer description of their stage in the handout and discuss the content using the discussion questions.	Exercise A32: Discussion Questions About Family Development

NOTES:

11. Reading Resources

Parent Resources:

Family Time a Revolutionary Old Idea, Grady Nutt, Million Dollar Roundtable, 2340 River Road, Des Plains, Illinios, 60018 ($2.00).

The Family Game: A Situational Approach to Effective Parenting. P. Hersey and K. Blanchard, Reading MA: Addison - Wesley, 1978.

Family Communication Keeping Connected in Changing Times, Maureen Miller, Paulist Press, New York, 1980.

How to Raise A Human Being, L. Salk, Random House, New York, 1974.

Getting It Together for Employed Parents, Lois Bahawa-Evensen, Iowa State University of Science and Technology, Cooperative Extension Service, 1978.

Children's Resources

All Kinds of Families, Norma Simon, Albert Whitman and Co., Chicago, 1978. (Summary: Explores in words and pictures what a family is and how families vary in makeup and lifestyle).

Families Live Together, Ester K. Meeks and Elizabeth Bagwell, Follett Publishing Co., New York, 1969. (Summary: Beautiful photographs of real families. Families are fathers and mothers and children...but even when they feel angry, families love one another).

Some of the Days of Everett Anderson, Lucille Clifton, Holt, Rinehart, New York, 1975. (Summary: Sibling rivalry. Jonetta is pleased when Baggy decides to leave home. After he is gone, Jonetta figures that Mama and Daddy might miss him when they come home from work, but she doesn't figure on missing him too).

When Light Turns Into Night by Crescent Dragonwagon, Harper and Row, 1975. (Summary: Communal Family. Tells of a child's delighted sense of belonging in a house where inside are different people, who do different things in different ways, and think different things).

When the Wind Stops, Charlotte Zolotow, Harper and Row, 1975. (Summary: Bedtime is a special time for family sharing).

Where Have All the Children Gone? Gone to Grown-ups Everyone. Karen Kosier Clark, Center for Executive Planning, Inc., 355 Cimarron Road. St. Paul, 1977.

Your Family My Family, Joan Drescher, Walker and Co., New York, 1980. (Summary: Briefly describes several kinds of families; nuclear, adopted, single parent, foster, working mother - father at home... Also cites some of the strengths of family life).

Exercise A1

FAMILY SYSTEMS MOBILE

Materials needed:

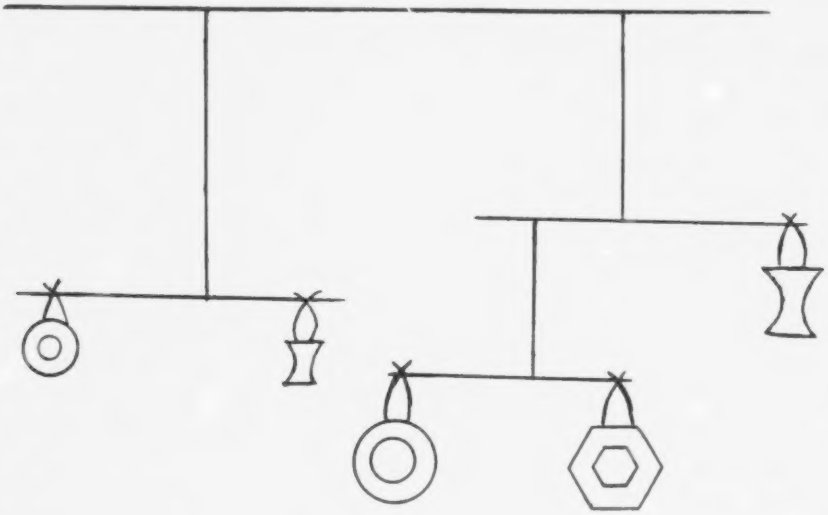
For Mobile Arms:

- Use wire, dowels, cardboard, branches, etc.

For Family Members:

- Hang feathers, wooden curtain hooks with pictures, thread spools, drinking straws, specific objects to symbolize an intertest of each family member (teething toy, tinker toy, kitchen utensil, nature object...)

Construct The Mobile by putting an item on the arms for your original family unit, Then begin to add and take off units to symbolize changes in your family. Note how these changes effect the other pieces on the mobile and a balance needs to be restructured. With a new balance comes a new balance point.



Handout A2

CHARACTERISTICS OF A STRONG FAMILY

Recently Nick Stinnett and John DeFrain, both on the faculty of the Department of Human Development and the Family at the University of Nebraska, conducted a Study of Family Strengths. This study was designed to look at successful, happy families to assess what characteristics they had in common. The following strengths were found to be present in these families:

1. Show appreciation for one another - Family members notice and praise the positive qualities in other family members. This provides an atmosphere of warmth and support and encourages family members to continue to develop these positive qualities.

2. Time is spent together - Activities together, doing both household tasks and leisure activities, are built into the family schedule. Families build up a reserve of good feelings which bolster them when troubles come.

3. Good communication patterns - Families spend a lot of time talking to each other. When they fight they are able to get the conflict into the open and share their feelings.

4. Committed to the family group - When their lives seem fragmented or the joy in being together seems gone, they rearrange priorities and put their family first for awhile. Other outside activities are demoted to second place to make time for the family.

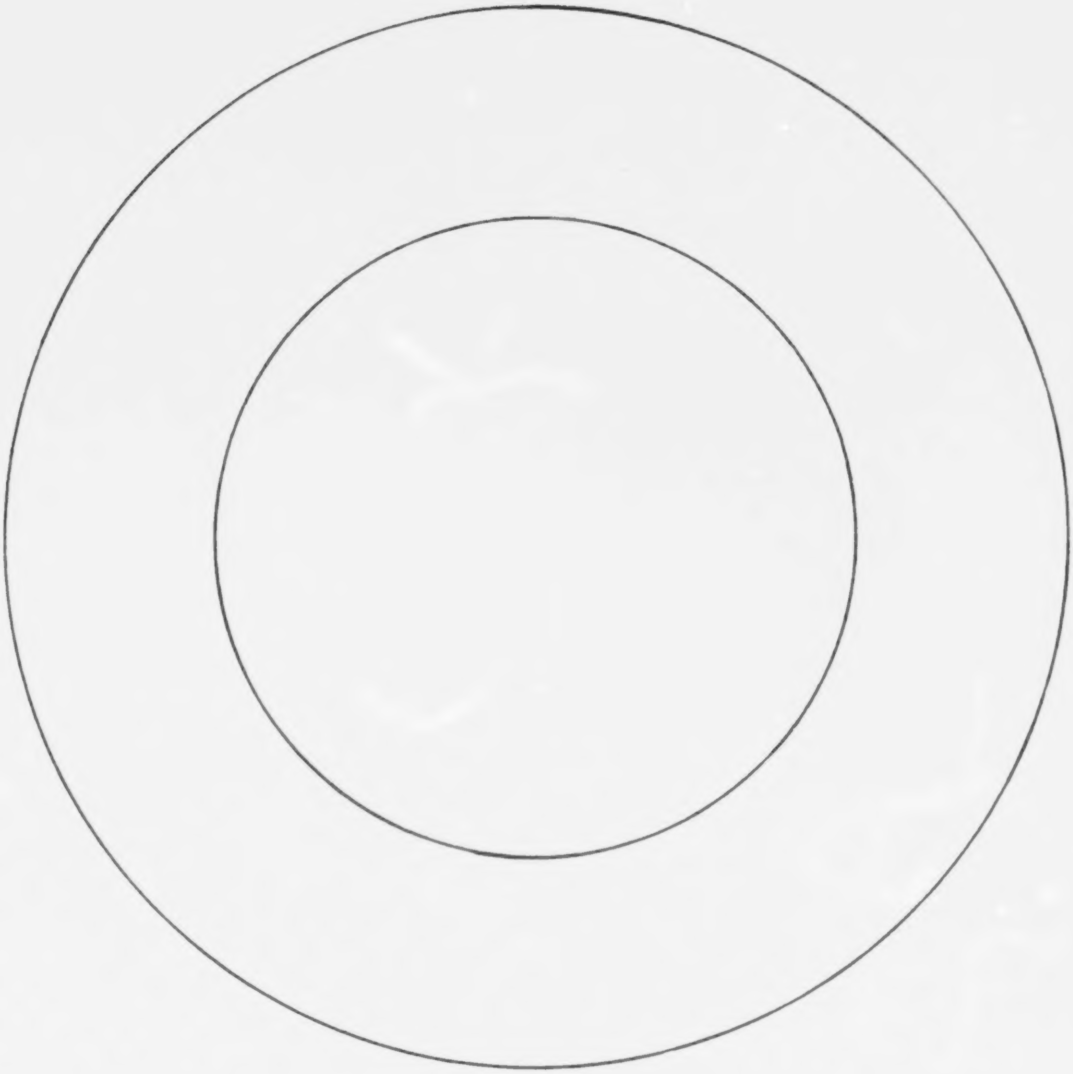
5. Tend to be religious - There is a high degree of spiritual life present. Most of the families attend church or synagogue regularly, take part in other church activities and have prayer or Bible reading in the home. This shared religious life provides the family with common values and a major source of strength.

6. Deal with crisis positively - The families confront many crises, but in dealing with them they have two things in common: 1. they have the ability to see something positive in the situation, and 2. they join together as a family to deal with the crises.

Vocational Education Work and Family Institute

Exercise A3

MY FAMILY STRENGTHS



Within the smaller circle - list your family's most valued strengths.

Inside the outer ring - list other traits that you view as family strengths.

IN SEARCH OF STRONG FAMILIES

Dr. Nick Stinnett, Chairman
Department of Human Development
and the Family
University of Nebraska-Lincoln

A prominent family life educator, Dr. Richard Klemer, once remarked that if we had a nuclear war today, when the danger was past and it was safe for us to come out of hiding that the first thing most of us would do would be to look for our families. Or we would look for people who were very close to us and were like family to us. This statement impresses on me that our family life is more important to us than we may realize. As we look back in history we see that the quality of family life is very important to the strength of nations. There is a pattern in the rise and fall of great societies such as ancient Rome, Greece, and Egypt. When these societies were at the peak of their power and prosperity, the family was strong and highly valued. When family life became weak in these societies, when the family was not valued, when society became extremely individualistic, the society began to deteriorate and eventually fell.

We have considerable evidence that the quality of family life is extremely important to our emotional well-being, our happiness, and our mental health as individuals. We know that poor relationships within the family are very strongly related to many of the problems in society such as juvenile deliquency. Obviously, it is to our benefit to do what we can to strengthen family life and strengthening family life should be one of our nation's top priorities. Unfortunately, it has not been a top priority.

On the newsstand we see many books and magazine articles about what's wrong with families and the problems that families have. Many books predict that the family will disappear, that it is no longer meeting the needs of people. So much of what is written about families has focused on problems and pathology in family life.

Admittedly we need information about the problems, but we also need a balanced view. We need more information about positive family models and what strong families are like. We need to learn how to strengthen families. We don't learn how to do anything looking only at how it shouldn't be done. We learn most effectively by examining how to do something correctly and studying a positive model. We have not had this positive model as much as we need in the area of family life.

In this nation, we have many strong families. There has been little written about them because there has been very little research focusing on family strengths. It was with this in mind that we conducted the Family Strengths Research Project in Oklahoma. We are now doing this project on a nationwide basis. Some of the findings from the Oklahoma study follow. We are continuing to find similar results. The things we have found are in agreement with what other researchers have found in other parts of the country. Our findings have implications for strengthening family life.

We had the assistance of the Cooperative Extension Service in Oklahoma to help identify the strong families in that study. We asked the Home Economics Extension Agent in each of the counties of Oklahoma to recommend a few families that they considered particularly strong families. The Home Economics Extension agents were good professionals to recommend strong families for three reasons--their background training in family life, their concern for improving family life as part of their work, and the great amount of contact that they have with families in the community. Also, we gave the agents some guidelines for selecting the families. The guidelines were that the families demonstrated a high degree of marital happiness and a high degree of parent-child satisfaction as perceived by the Extension agent and that the family members appeared to meet each other's needs to a high degree.

For purposes of this study, all the families were intact with husband, wife, and at least one child living at home. The first requirement for inclusion in this sample of strong families was the recommendation of the Extension Agent. The second requirement was that the families rate themselves very high in terms of marriage satisfaction and parent-child relationship satisfaction. One hundred and thirty families met these two conditions and were included in the sample of strong families. Both urban and rural families were represented in the sample although there were more families from small cities, towns, and rural areas than from large urban areas. In most instances, we found very little difference between the urban and rural families.

We gave all of these families questionnaires and later we interviewed a few of them. Our questions covered a broad range of factors concerning their relationship patterns. For example, we asked how they deal with conflict, about communication patterns, and about power structure. When we analyzed the multitude of information we found six qualities that

From: The Family Strengths Symposium, University of Nebraska, Building Family Strengths: Blue Prints for Action, Nick Stinnet, Editor, 1979 really stood out among these strong families; six qualities that they had in common that seemed to play a very important role in the strength and happiness of these families.

THE SIX QUALITIES OF THE STRONG FAMILIES

Appreciation

The first quality of the strong families was certainly one of the most important qualities that we found. It emerged from many different questions and in many different ways that we were not expecting. The results were permeated by this characteristic. That quality is appreciation. These families expressed a great deal of appreciation for each other. They built each other up psychologically. They gave each other many positive psychological strokes, and made each other feel good about themselves.

Each of us likes to be with people who make us feel good about ourselves; we don't like to be with people who make us feel bad. One of the tasks of family counselors working with family members who make each other feel terrible is to get them out of that pattern of interaction and into a pattern where they can make one another feel good. William James, considered by many people to be the greatest psychologist our country has ever produced, wrote a book on human needs. Some years after that book was published he remarked that he had forgotten to include the most important need of all--the need to be appreciated. William James felt that one of the most basic needs that you and I have is to be appreciated. There are so many things that we do for which we receive no reward other than appreciation. So perhaps we all need to work on our ability to express appreciation. One difficulty that we have about expressing appreciation is that we sometimes fear that people will think we're not sincere or that it's empty flattery. This need not be a concern. We can be sincere. Every person has many good qualities, many strengths. All we have to do is look for them, and be aware of them.

There are many ways that we can develop the ability to express appreciation and thus make our human relationships better and certainly improve the quality of our family life. One of these techniques that is widely used is one that Dr. Herbert Otto, Chairman of the National Center for Exploration of Human Potential, has used and written about a great deal. It has also been a tool for many counselors and is now being used by families on their own. This is called the "strength bombardment" technique. It's very simple. Here is the way it operates. The entire family comes together. There may be a group leader or counselor or some member of the family can act as a leader. One person in the family is designated as the target person. For example, the mother may begin as target person. She is asked to list the strengths that she feels she has as a person. If she lists only two or three because she's modest, the leader can urge her to list others. After she has finished the list, her husband is asked to add to her list of strengths. Or he may elaborate on the strengths that she has already listed. When he has finished, each of the children is asked to add to mother's list of strengths. When this process is finished, the husband becomes the target person. The same procedure is repeated for him. Then each of the children becomes the target person.

The "strengths bombardment" technique is very simple, but the results have been amazing. When families do this exercise, they become more aware of each other's strengths, and more aware of their strengths as a family. They get into a pattern of looking for each other's good qualities and they also get into a habit of expressing appreciation to one another. The result of this with so many families is that it makes their interaction with each other more positive. Some follow-up studies done with families who have gone through this activity show that the increased positive level of interaction is maintained for a period of time after the exercise has been completed. Many families are now using this technique periodically on their own.

Spending Time Together

A second quality found among strong families is that they do a lot of things together. They spend a good deal of time together. It was not a "false" togetherness; it was not a "smothering" type of togetherness. They genuinely enjoyed being together. Another important point here is that these families structured their life styles so that they could spend time together. It did not "just happen." They made it happen. And this togetherness was in all areas of their lives--eating meals, recreation, and work.

Good Communication Patterns

The third quality was not a surprise. The strong families have very good communication patterns. They spend time talking with each other. This is closely related to the fact that they spend a lot of time together. It's hard for people to communicate if they do not spend time with each other. One of the big problems facing families today is not spending enough time together. Dr. Virginia Satir, a prominent family therapist, has stated that often families are so fragmented, so busy, and spend such little time together that they communicate with each other through rumor. Unfortunately, that is too often exactly what happens.

Another important aspect of communication is that these families also listen well. They reported that their family members were good listeners and that this was important to them. The fact that family members listen to one another communicates a very important message--that is respect. They are saying to one another, "You respect me enough to listen to what I have to say. I'm interested enough to listen too."

Another factor related to communication is that these families do fight. They get mad at each other, but they get conflict out in the open and they are able to talk it over, to discuss the problem. They share their feelings about alternative ways to deal with the problem and in selecting a solution that is best for everybody.

Commitment

A fourth quality characteristic of these strong families was a high degree of commitment. These families were deeply committed to promoting each others' happiness and welfare. They were also very committed to the family group as was reflected by the fact that they invested much of their time and energies into the family. We have not had very much research on commitment and perhaps in recent years it has not been fashionable to talk about commitment.

Some of the best research on commitment has been done in communes. Some communes have been successful; others have not been. One of the main differences found between the two groups is commitment. Those communes that are the most successful, that last the longest, that are the most satisfying in terms of the relationships are those in which there is a great deal of commitment--to each other and to the group. Again, commitment in the communes was reflected in the amount of time the members spent together. The same was true with the strong families.

All of us are busy and we sometimes feel like we have so many things to do that we are pulled in a thousand different directions at the same time. The strong families experience the same problem. One interesting action that these families expressed was that when life got too hectic--to the extent that they were not spending as much time with their families as they wanted--that they would sit down and make a list of the different activities in which they were involved. They would go over that list critically and inevitably there were some things that they really did not want to be doing, or that did not give much happiness, or that really were not very important to them. So they would scratch those activities and involvements off their lists. This would free

time for their families, would relieve some of the pressure. As a result they were happier with their lives in general and more satisfied with their family relationships.

This sounds very simple, but how many of us do it? We too often get involved and it's not always because we want to be. We act so often as if we cannot change the situation. We do have a choice. An important point about these families is that they took the initiative in structuring their life style in a way that enhanced the quality of their family relationships and their satisfaction. They were on the "offensive." They did not just react; they made things happen. We may have talked too much about families in the context of families as simply reactors in society, being at the mercy of the environment. In fact, there is a great deal that families can do to make life more enjoyable. These strong families exercised that ability.

High Degree of Religious Orientation

The fifth quality that these families expressed was a high degree of religious orientation. This agrees with research from the past forty years, which shows a positive relationship of religion to marriage happiness and successful family relationships. Of course, we know that there are persons who are not religious who have very happy marriages and good family relationships. Nevertheless a positive relationship between religion and marriage happiness exists according to the research that we've had for many years. These strong families went to church together often and they participated in religious activities together. Most of them, although not all of them, were members of organized churches. All of them were very religious.

There are indications that this religious quality went deeper than going to church or participating in religious activities together. It could most appropriately be called a commitment to a spiritual life style. Words are inadequate to communicate this, but what many of these families said was that they had an awareness of God or a higher power that gave them a sense of purpose and gave their family a sense of support and strength. The awareness of this higher power in their lives helped them to be more patient with each other, more forgiving, quicker to get over anger, more positive, and more supportive in their relationships. Many of the values emphasized by religion when put into action can certainly enhance the quality of human relationships. Dr. Herbert Otto has observed we could spend more time looking at the spiritual aspects of developing human potential and perhaps we could benefit by exploring more about the spiritual aspects of developing family strengths. For these strong families, religion played a major role in their family strengths.

Ability to Deal with Crises in a Positive Manner

The final quality that these families had was the ability to deal with crises and problems in a positive way. Not that they enjoyed crises, but they were able to deal with them in a constructive way. They managed, even in the darkest of situations, to look at the situation and to see some positive element, no matter how tiny and to focus on it. It may have been, for example, that in a particular crisis they simply had to rely to a greater extent on each other and a developed trust that they had in each other. They were able to unite in dealing with the crisis instead of being fragmented by it. They dealt with the problem and were supportive of each other.

RECOMMENDATIONS

It is interesting that most of these qualities that we found to characterize strong families have been found to be lacking in families that are having severe relationship problems and in families broken by divorce. This fact supports the validity of the findings and suggests the importance of these qualities in building family strength. How can we translate this information into help to strengthen families? What kind of recommendations can we make? What can we do?

1. One recommendation is to help families develop some of these skills, such as the ability to express appreciation and good communication patterns. If we were able to do that relationships could be improved and the quality of family life could be made better.

2. A second recommendation that we could make is to have a comprehensive human relationships education program incorporated at the pre-school, elementary, secondary, and college levels. Isn't it amazing that we have not already done that? Good human relationships are basic and vital to our happiness, our well-being and our mental health.

3. Another recommendation that we could make to strengthen families is to conduct further research which identifies the characteristics of strong families. We've hardly begun. We need research on a national basis. We're in the process of doing that, but we need much more research on a national basis. We need to research family strengths in alternate family forms. We need research on the strengths of single-parent families, and on families in different ethnic groups.

4. Also, if we are truly serious about strengthening family life we might make more of a concerted effort to improve the image of family life. Perhaps we need to make commitment more fashionable. We are very much influenced by fashion. Some psychologists have stated that if we are really serious about strengthening family life, we are going to have to build much more prestige into being a family member, in being a good father, mother, wife, or husband. We are influenced tremendously by what we think we are rewarded for.

   Perhaps we could improve the image of family life through some television spots like public service announcement. The Mormon Church, for example, has done an excellent job of this. They have some very effective television spots. These short announcements could communicate messages about the importance of expressing appreciation, or the importance of parents listening to their children, for example.

5. Finally, in terms of recommendations for strengthening family life, another thing that we are going to have to do is reorder our values and priorities. We will have to make family life and human relationships a top priority. We also will need to make family life and human relationships a top priority in terms of the way we spend our time and our energy.

Family life today can be strengthened and made much better. There is great potential and we can do it.

CLOSER TOGETHER

Characteristics of a Healthy Family include:

1. Families that show respect and affection for each other.
   * How do/might you implement:

2. Families that show awareness, acceptance, valuing, and celebration.
   * How do/might you implement:

3. Flexible to adjustments, open to change.
   * How do/might you implement:

4. Communicate easily and well:
   * How do/might you evaluate:

5. Unified and centered around recognized and shared values and goals.
   * Your ideas for developing:

6. Commitment to one another and do a lot together.
   * How do/might you implement:

7. Connections with other families in the community:
   * Who are/might be your connections:

THE MOST STRENGTHENING THING INDIVIDUALS AND FAMILIES CAN DO IS TO IDENTIFY THEIR STRENGTHS.

- Of the above listed which ones are your current strengths?

- How can you begin to integrate some of the others into your family life?

Developed by Ron Pitzer, University of Minnesota Extension.

Exercise A6

WHAT DO I VALUE IN LIFE?

Personal Growth

Religious Faith

Wealth/Possessions

Personal Relationships

Physical Health

Creativity

Job Advancement

Volunteer Work

Knowledge/Skills

Seeking New Experiences

Routines/Schedules/Orderliness

Physical Appearance

Attractive/Well-maintained Home

Other People Think Well of Me

Accomplishment/Achievement

Security

Satisfying Family Life

Independence

Other:

____

____

____

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List Top 5

____

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____

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List Bottom 5

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____

____

Developed by C. R. Nirenstein and M. H. Jones.

HOW PARENTS WANT THEIR CHILDREN TO BE
(Chart 29)

What are the most important characteristics parents want from sons? daughters?

	Traditionalists		New Breed	
	Sons %	Daughters %	Sons %	Daughters %
Have good manners	60	59	49	51
Be responsible	59	57	58	55
Be independent	35	34	42	40
Show respect for elders	56	50	44	42
Have good sense and judgment	54	57	61	61
Get along well with other children	48	47	35	38
Be neat and clean	43	52	35	44
Be good students	42	40	36	33
Try hard to succeed	40	34	32	30
Be obedient	37	35	27	29
Not be selfish nor always asking for things	36	40	35	37
Be masculine if the child is a boy	35	–	25	–
Be feminine if the child is a girl	–	42	–	27
Have interests and talents	28	33	29	32
Be good at sports	26	18	16	12
Enjoy competing	25	23	24	20

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Exercise A8

FAMILY RULES

List 10 Rules You Have In Your Family	Would You Keep It, Change It, Throw It Out?

Developed by C. R. Nirenstein and M. H. Jones.

OVERVIEW AND SUMMARY

American families are divided between the belief in traditional and in new values but they are surprisingly united in their decision to pass on traditional values to their children

This is the major theme of this study of American families and how they are raising their young children in a period of changing social values The study documents and illuminates several dominant trends in child raising in America today

---

THE NEW BREED

There is a New Breed of parents today representing 43% of all fathers and mothers of children under 13 years of age

New Breed parents tend to be better educated and more affluent They represent the Haves rather than the Have Nots New Breed parents have rejected many of the traditional values by which they were raised marriage as an institution the importance of religion saving and thrift patriotism and hard work for its own sake And they have adopted a new set of attitudes toward being parents and the relationships of parents to children New Breed parents question the idea of sacrificing in order to give their children the best of everything and are firm believers in the equal rights of children and parents

Compared to previous generations, the New Breed parents are less child-oriented and more self-oriented They regard having children not as a social obligation but as one available option which they have freely chosen Given the chance to rethink their decision, nine out of ten would still decide to have children

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THE NEW BREED—43%

Not Important Values:

- Marriage as an institution
- Religion
- Saving money
- Patriotism
- Success

Characteristics and Beliefs:

- Parents are self-oriented—not ready to sacrifice for their children
- Parents don't push their children
- Parents have a laissez faire attitude—children should be free to make their own decisions
- Parents question authority
- Parents are permissive with their children
- Parents believe boys and girls should be raised alike
- Parents believe their children have no future obligation to them
- Parents see having children as an option, not a social responsibility

THE TRADITIONALISTS—57%

Very Important Values:

- Marriage as an institution
- Religion
- Saving money
- Hard work
- Financial security

Characteristics and Beliefs:

- Parents are child-oriented—ready to sacrifice for their children
- Parents want their children to be outstanding
- Parents want to be in charge—believe parents should make decisions for their children
- Parents respect authority
- Parents are not permissive with their children
- Parents believe boys and girls should be raised differently
- Parents believe old-fashioned upbringing is best
- Parents see having children as a very important value

WHAT BOTH GROUPS TEACH THEIR CHILDREN

- Duty before pleasure
- My country right or wrong
- Hard work pays off
- People in authority know best
- Sex is wrong without marriage

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THE TRADITIONALISTS

By contrast, there are the Traditionalists who still represent the majority of all parents (57%). Traditionalists continue to support the basic values by which they were raised but they, too, have been influenced by the new values and are trying to reconcile these newer concepts with older theories and beliefs. As parents, Traditionalists are stricter disciplinarians and more demanding of their children than New Breed parents. And while Traditionalists have a certain nostalgia for the simplicity of the past, they are not prepared for the same kind of self-sacrificing approach to child raising common in their parents' time. They do not believe that parents should stay together just for the sake of their children. And they do believe that parents are entitled to lives of their own even if it means spending less time with the children.

THE TRANSMISSION OF VALUES

Here, then, are two groups of parents with very different sets of basic beliefs – yet curiously they are both trying to pass on to their children the same set of traditional values.

For the Traditionalists, it is an easy decision for they are carrying on the traditions by which they were raised and the values to which they subscribe.

For the New Breed, the decision is more complex and difficult because it represents a compromise with their own beliefs, underscores some of their own doubts and reservations and is primarily a way of accommodating their children to a society which has not yet wholly caught up with their ideas.

Thus, we see both the New Breed and the Traditionalists transmitting to their children the most basic of American traditional values:

- Duty before pleasure
- My country right or wrong
- The only way to get ahead is through hard work
- Everybody should save money even if it means doing without something right now

NEW CONCEPTS OF PARENTING

In this new environment many concepts about parenting have evolved Some are already accepted by the majority of all parents others primarily by the New Breed

Willingness to Sacrifice

Almost half of the New Breed parents (46%) feel strongly that parents should not sacrifice in order to give their children the best, while only 16% of the Traditionalists share this view On the other hand, both groups agree by a two-to-one margin that unhappy parents should not stay together just for the sake of their children

Lives of Their Own

A solid majority of both New Breed (68%) and Traditionalists (64%) agree that parents should have lives of their own even if it means spending less time with their children

Pleasure Now

Unlike parents of former generations today's mothers and fathers are strongly now oriented Over half the parents (53%) expect to receive their main pleasure from their children now rather than in the future

You Don't Owe Us Anything

Less sacrificing on the part of the parents means freedom from obligation of the children Among the New Breed 73% agree that children have no future obligations to parents regardless of what the parents have done for the children

Raising Boys and Girls

One of the issues most sharply dividing the New Breed and Traditional parents is the difference in their attitudes toward raising sons and daughters. Two out of three of the Traditionalists (68%) agree strongly or partially that boys and girls cannot be raised using the same rules, while only 31% of the New Breed agrees at all with this concept. The same outlook spills over to other areas. Traditionalists are more likely than the New Breed to believe that it is more important for boys to be good at sports than for girls to be. With their own children, Traditionalists stress the importance of masculinity for boys and femininity for girls – while again, the New Breed advocate more blurring of the sex roles.

Mothers' and Fathers' Roles

Only 32% of New Breed parents are willing to accept the role of the man as the main provider, while 48% of the Traditionalists support the idea. Yet in terms of their own lives – and how they handle parental responsibilities – there is less difference in practice than in theory between the two groups of parents. It is still the mothers in both New Breed and Traditional homes who have the main responsibilities for cooking, cleaning, shopping, taking children to the doctor and staying home when children are sick. What may be a change from the past is the fact that it is the mothers rather than the fathers who appear to be the main disciplinarians.

Discipline

The issue of discipline is far from resolved among today's parents. For the most part, mothers and fathers are divided into three groups: the Permissive (23%), the Temperate (51%) and the Strict (26%). A majority of the New Breed parents are members of the Permissive group, while the Traditionalists take a Temperate or Strict view of discipline.

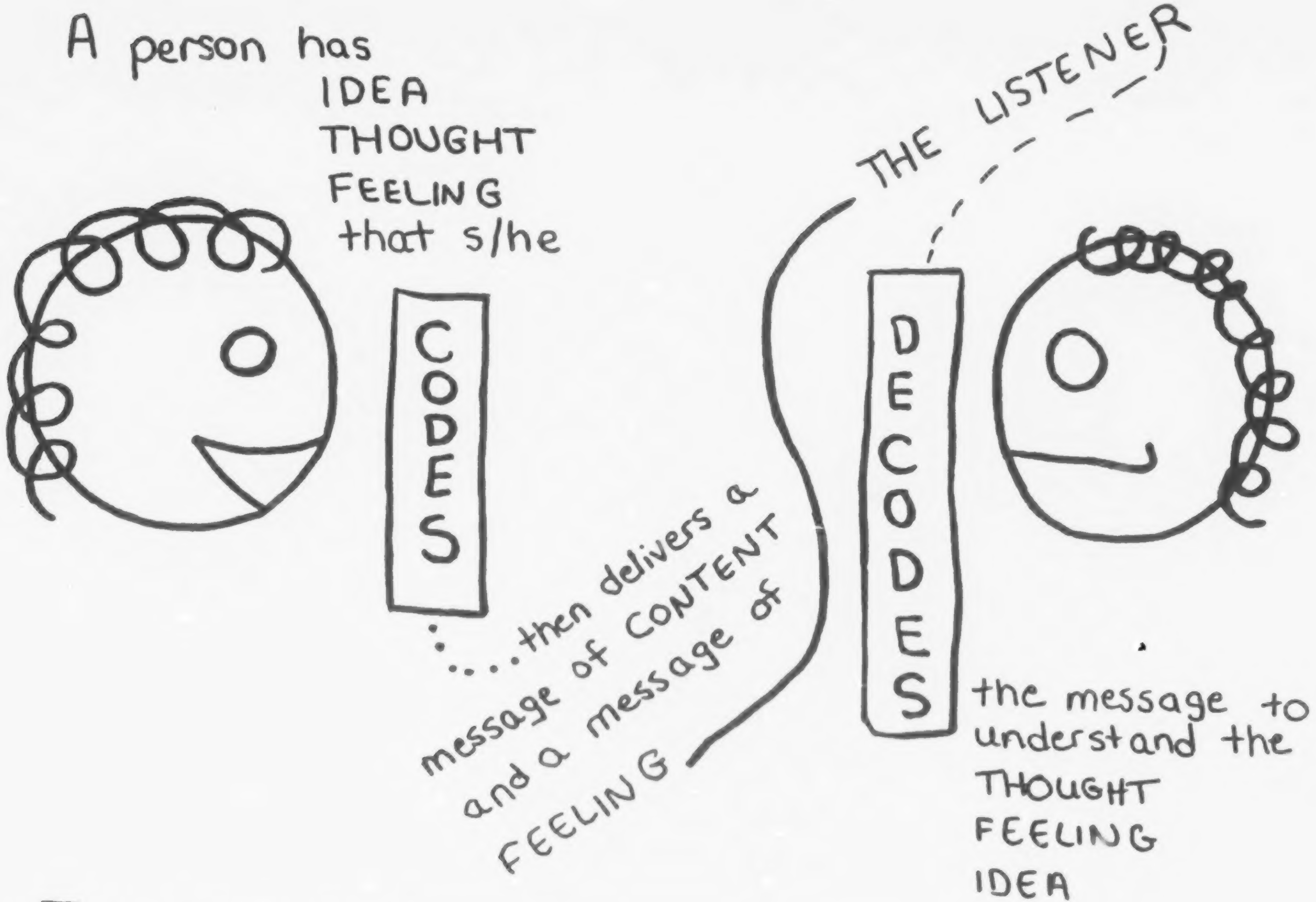
The Laissez Faire Outlook

involved with self and self-fulfillment. New Breed parents are not only more permissive with their children but many of them follow a rather laissez faire approach to child raising. There are sizable numbers of parents who believe that children should be allowed to dress as they want, eat whatever is desired (as long as they are healthy), play with the kinds of toys they want and do pretty much whatever they want to. But in spite of this, New Breed parents are as likely to spank their children when they misbehave as are Traditionalist parents.

Acceptance of Differences in Performance

If a permissive and laissez faire approach to child raising is one characteristic of the New Breed, acceptance by them of differences among children (including differences in levels of achievement) is another identifying factor. Parents are now split between those who don't push their children because "it's their lives and let them be" (39%) and those who still demand a lot because they feel there is no other way to raise successful adults (56%).

COMMUNICATING



A person has
IDEA
THOUGHT
FEELING
that s/he
CODES
....then delivers a message of CONTENT and a message of FEELING

THE LISTENER
DECODES
the message to understand the
THOUGHT
FEELING
IDEA

The coding is done through words tones gestures

Developed by M. D. Burns

Handout All

GUIDELINES TO EFFECTIVE LISTENING

Learning to be a good listener takes a lot of hard work, patience, and skill. It doesn't come naturally to most of us. Really listening to you child communicates your respect and love and builds a healthy relationship with your child. When you listen to your child, it makes it a lot easier for them to return the same courtesy -- listening to you even when they don't want to.

1. Remember not all messages are verbal. Learn to listen to behavior with your eyes. The language of a sullen face, a slammed door, and a laugh are real.

2. Be interested -- express your interest through words and body language.

3. Use the six signs of listening:
    a. face the other person
    b. sit close to the other person
    c. alert, erect body posture that says, "I'm with you; I care."
    d. lean toward the other person
    e. maintain eye contact - this includes raising the child to your eye level or your stooping down to his/her.
    f. be relaxed

4. Be available. For elementary school children the time after school seems to be critical. Children need to feel that you're not too busy to share a joyful experience or good news. For parents who work outside the home, this can cause a dilemma. Perhaps one parent could arrange to have some time available to talk to them on the phone at this time of the day.

5. Give the child your undivided attention by stopping the activities you are involved in -- turning off the T.V. or radio, or taking the phone off the hook.

6. Select a quiet spot and unhurried time, if possible.

7. Provide daily opportunities for the child to be alone with you, if even just for a few minutes.

8. Be patient -- encourage talking with questions like "How was your day?" "You look like you've really been having a fun time playing. What have you been doing?"

9. Encourage the child to keep talking by saying such things as: "Uh-huh," "hmmm," "I see," "And what happened then?" Nod your head; look interested.

10. Do not cut off the child before she/he is finished.

11. Show empathy - the ability to put yourself in his/her shoes.

12. Help clarify and relate experiences by (a) paraphrasing; "I hear you saying that you are really excited about that new TV show and would like to watch it." (b) making connections; "Do you think your insommia could have anything to do with your upcoming exams?" (c) drawing generalizations and conclusions and summarizing what has been said; (d) pointing out inconsistencies - "I hear you saying that you want more freedom and yet you are also saying you want me to make these decisions for you." (e) checking with the child to make certain you are understanding him/her correctly.

13. Use reflective listening when
    a. you hear feelings (sad, puzzled, depressed, angry).
    b. the other person "owns the problem."
    c. you genuinely want to help the person with his/her problem at that time; you feel empathetic.
    d. you are able to accept his/her feelings, whatever they may be or however different they may be from your own feelings.
    e. you are primarily interested in the other person's needs -- and can accept the other's responses.
    f. you do not have your own feelings too much involved in his/her problem -- you must feel "separateness."
    g. you must have a deep trust in the child's capacity to handle his/her feeling, to work through them and to find solutions to his/her problems.
    h. you must appreciate that feelings are transitory, not permanent, so you need not be afraid of feelings getting expressed.
    i. you must be able to see your child as someone separate from you -- a unique individual no longer joined to you.

*** Remember...there are no "shoulds" in feelings. We all have strong feelings. They are neither right nor wrong; they simply are!

14. Examples of reflective listening;
    a. The child comes in and slams the door. Parent walks over to the child and bends down by him/her. "Boy, you sound angry! Did something happen outside?"
    b. The child yells out, "I hate that stupid teacher of mine."
    "You're really angry with your teacher!"
    "Yes. She doesn't ever explain the assignments."
    "And that really frustrates you."
    "Well, I couldn't understand the math problem and everyone laughed at me."
    "You felt really stupid and silly. It really hurt when they laughed at you."

15. Reflective listening helps a child to accept his/her feelings as honest and legitimate. It seems that often when a child's feelings are accepted and respected, the intensity of the feeling can pass. Reflective listening also helps a child dig deeper to help him/her learn to understand him/herself.

16. For many of us it is hard to accept the strong negative feeling our children express because we were raised to hide our feelings. Strong emotions often scare us. Sharing this with an older child may be appropriate.

17. Avoid the roadblocks to effective listening. Often parents tend to respond to children in ways that inhibit further communication. These include:
    a. ordering - the commander-in-chief approach to communication. The parent demands the child get rid of negative feelings and shape up. He/she wants to keep everything under tight controls.
    b. belittling the child or criticizing the child. This parent may ridicule, name-call, or use sarcasm to put the child down.
    c. the expert or know-it-all role. The parent plays the role of lecturer or advisor - seeing themselves as a self-appointed expert.
    d. evaluating or moralizing. The moralist parent is a shouldist. You should do this, you shouldn't do that. This parent is concerned with proper feelings - not with listening to real feelings.
    e. consoling or reassuring. The marshmallow parent treats the child's feelings lightly with simple reassurance and a pat on the back. They tell kids that everything is O.K., even when it is not.
    f. denying -- this parent askes the child to deny his/her own feelings and he/she also denies what the child is saying: "You don't really hate me" instead of facing what the child is saying.
    g. warning, admonishing, threatening. The parent tries to control the child. "If you don't stop crying right now, you'll go to your room."
    h. withdrawing, distracting, or humoring. The parent tries to distract the child from his/her real feeling and replace it with a less negative or threatening feeling.

18. Remember...don't expect a child to talk reasonably in the heat of anger. Wait for the child to cool down. There will be other times when the child may not want to share his/her problems. An effective listener knows when to back off with the message that "if you want to talk later, I'm available."

FEEDBACK...

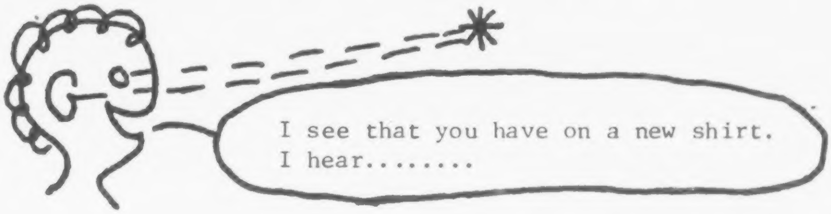
.....IS A FORM OF COMMUNICATION
.....IS LETTING ANOTHER PERSON KNOW HOW HE AFFECTS YOU
.....ENAGLES THAT PERSON TO CONSIDER CHANGING HIS BEHAVIOR
.....HELPS HIM KEEP HIS BEHAVIOR ON TARGET SO HE CAN BETTER ACHIEVE HIS GOALS
.....HELPS OTHERS LEARN HOW HIS BEHAVIOR MATCHES HIS INTENTIONS

IN ORDER FOR FEEDBACK TO BE USEFUL, IT OUGHT TO BE.....

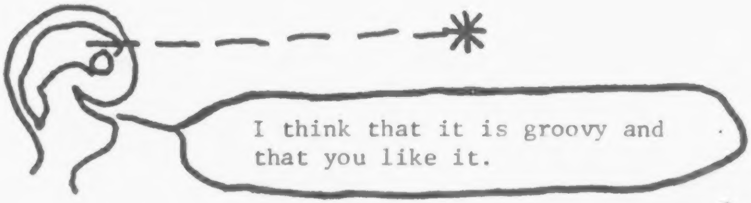
_REQUESTED FROM THE OTHER PERSON
_DESCRIPTIVE OF BEHAVIOR RATHER THAN EVALUATIVE OR JUDGEMENTAL
_SPECIFIC RATHER THEN GENERAL
_HELPFUL TO BOTH GIVER AND RECEIVER.....CONSIDERS NEEDS OF BOTH
_ADDRESSED TO BEHAVIOR RECEIVER AND CHANGE AND HAS CONTROL OVER
_WELL-TIMED.....SOON AFTER THE BEHAVIOR AND WHEN OTHER IS READY TO HEAR IT
_CHECKED OUT TO BE SURE CLEAR COMMUNICATION.....REPHRASE FEEDBACK

WE FEED BACK OUR MESSAGES TO OTHERS FROM
3 DIFFERENT AREAS OF PERCEPTION..................

WE TELL THEM WHAT WE SEE OR WHAT WE HEAR................

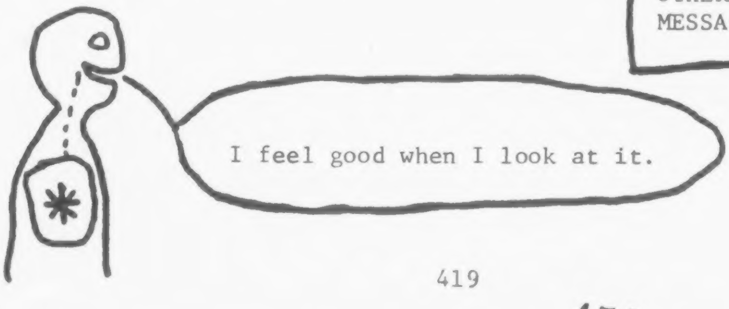

I see that you have on a new shirt.
I hear........

WE TELL THEM WHAT WE THINK.....................


I think that it is groovy and that you like it.

WE TELL THEM WHAT WE FEEL.....................

PART OF FEEDBACK IS LETTING OTHERS KNOW WHERE YOUR MESSAGE IS COMING FROM.


I feel good when I look at it.

Adapted from R. Guiguere by M. D. Burns

Handout A13

HINTS ON HOW TO COMMUNICATE

The following hold true if you are a child, mother, father or employee.

- Remember your actions speak louder than words.
- Decide what is important and stress it, decide what is unimportant and forget it.
- Try to stay positive.
- Keep your message clear and specific.
- Look at different points of view.
- Don't turn discussions into arguments.
- Be open and honest about your feelings.
- Check to see how the way you say things effects the other person.
- Balance humor and being serious.
- Be as courteous with family members as you are with outsiders.
- Don't waste time preaching, lecturing, nagging or complaining.
- Learn to really listen and check out the messages you are receiving.

ADDITIONAL HINTS:

Material drawn from: Getting It Together for Employed Parents, Iowa State University and U.S.D.A.

Handout A14

OVERVIEW OF COMMUNICATION SKILLS

SILENCE:

Passive listening with accompanying non-verbal behaviors (posture, eye contact, etc.) that communicate interest and concern.

NON-COMMITTAL ACKNOWLEDGEMENT:

Brief expressions that communicate understanding, acceptance and empathy, such as:

"Oh"
"I See"
"Mn-mmm"
"How about that"
"Really"
"No fooling"
"You did, huh"
"Interesting"

DOOR OPENERS:

Invitation to expand or continue the expressions of thoughts or feelings. Again the listening is sharing interests and involvement. Examples:

"Tell me about it"
"I'd like to hear your thinking"
"Let's discuss it"
"Sounds like you've got some feeling about this."
"I'd be interested in what you've got to say"

CONTENT PARAPHRASE:

Putting the factual portion of the message into your own words and sending it back to check your accuracy in understanding. Examples are:

"So you really told your boss off"
"You're saying, if your plan works, the problem will be solved."
"She just keeps going on and on, huh?"

ACTIVE LISTENING:

Helping the sender to understand both the thoughts and feelings of his/her communication. The listener does this by reflecting or mirroring what he/she has heard. Examples are:

"You sound upset when he/she used your bike."
"You are not pleased with the way your part of the report is coming."
"You're stumped about what to do next."

NON-VERBAL OBSERVATION:

A sensitive observation of an individual's behavior to understand feelings that are not being expressed verbally. Examples:

"You look sad" "You seem anxious and upset"
"I think you're getting nervous about the late hour" (after noting clock gazing)

RESPONDING TO LEGITIMATE DEPENDENCY:

Providing information or actions to meet straightforward needs that are not coded or masked expressions of deeper needs. Example:

"What is today's meeting schedule?"
"Ans: "We will be starting at 8:00 a.m......"

Developed by: M.D. Burns

Handout A15

SEVEN STEPS TO PROBLEM SOLVING

This method works equally well at work as it does at home.

1. Define what the problem is.

   You may start talking about a messy house and discover one person carries all the housekeeping responsibility. The problem is that one person cannot do all the housekeeping.

2. Start looking for a solution.

   Provide lots of time and space for brainstorming. Don't throw out any suggestion or solution because it sounds silly or far out, just add it to the list.

3. Nit-pick your list.

   Cross off anything that isn't agreeable to all concerned. Sort through the remaining possibilities and select ONE all are comfortable with. The list for a messy house might include: move to the moon, sell the house, move to an apartment, each person take one room to be responsible for.

4. Personalize the solution.

   Make modifictions so it will be easier to implement.

5. Put the plan into action.

   Part of this step is to plan ahead and form a deadline, a definite time and place to come back together and check out how things are coming along. In the beginning it may be important to list the rooms in the house, what needs to be done, by whom and the check-in date.

6. Check the plan out.

   Check with people involved to make sure everyone feels that the problem is being handled in the way they want it to be.

7. Evaluating.

   If it looks like thing have not moved along the way you expected, "go back to square one" and start over again.

THE REAL SECRET IS TO NEVER GIVE UP.

Developed by M. D. Burns

Handout A16

CONFRONTING THE PROBLEM

In order to resolve a conflict, it needs to be discussed, if it is never discussed, it will never be resolved. Problems rarely go away. Some suggestions follow:

1. Set aside time each day to talk about anything. This keeps the channels of communication open. Heavy work schedules and family commitments may encourage you to "catch up" on the weekend. However, this is rarely as satisfactory as a daily "check in".

2. Set aside time to talk specifically about the problem. Try to make this a time when you can "tune into" the other person. If you are exhausted, the phone is ringing, the children are "bugging you" it is not the time to begin the discussion. You won't feel like listening effectively or expressing your own feelings.

3. Be willing to adjust the time. Don't give up if the originally scheduled time didn't workout, reschedule. It may take more than one "rendezvous" to work through the problem. When you feel that you've had enough, stop and plan to take up where you've left off next time.

I will confront this issue within the upcoming week: ________________________

____

____

It will involve these people ____

____

The scheduled time is ____

or could-be rescheduled for ____

Developed by M. D. Burns

Handout A17

NEGOTIATION AS A CONFLICT REDUCING TECHNIQUE

Acceptable to me

No problem to me - Area of negotiation.

- -

Problem to me - Area of negotiation

Unacceptable to me.

To lower the negotiation line try:

- * Listening
- * Changing Yourself
- * Changing the environment
- * Sending "I" messages

Adapted from R. Guiguere by M. D. Burns

Strengthening Family Togetherness

All good things—including a family that manages to survive, thrive and have fun together—take some effort and thought. The many ways that readers of FRIENDLY EXCHANGE have devised to make family life richer and more rewarding are a testimonial to their creativity and to their regard for other family members. What a treat to be able to share those thoughts!

Togetherness Time

Our family consists of two working parents and two teen-age daughters. Try as we might to cover all bases, two areas always seemed to get short-changed—a togetherness time when all were home, and an exercise program.

Now we have one solution for both problems. Each night around 10, the four of us take a mile-long stroll around the neighborhood. Mystical darkness, night sounds, stillness, calm, cooling summer breezes, rain pattering on the umbrellas, snowflakes gathering on collars, hushed conversations—all are intense experiences that refresh us, draw us close together and etch a lasting memory.

Lonnie Lowenstein
Kirkland, Wash.

Our winters cause us to be constructive with the time spent indoors with our children, ages 7 and 11. One of our favorite things to do is to curl up together in the evening with a book and read aloud. In two years, we've gone through two complete series, and are presently reading Kenneth Graham's *Wind in the Willows*.

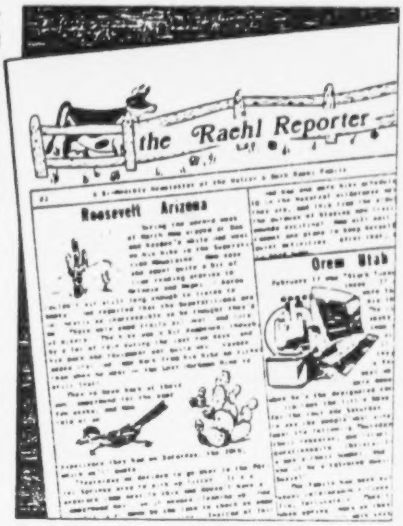
These evenings together have solidified our family, taught worthwhile values and given many opportunities for open discussion, besides the added benefit of transporting our family, without one penny of expense, to other places, times and experiences!

Claude and Michele Crawford
Beaverton, Ore.

Getting the News

My four brothers, two sisters and I were raised by our parents on a dairy farm where there was plenty of opportunity to work, eat and worship together. That was over 20 years ago, and now we are scattered across the country. Keeping in touch has been difficult until just this year, when I hit upon an idea that has proved to be a delightful inspiration. Taking information from the most recent letters we've received from each family, we've begun publishing a bimonthly newsletter (complete with illustrations), which is sent out to all the families involved—and they love it!

Mrs. Cliff Beattie
Salt Lake City, Utah



Editor's note: A portion of the newsletter—published for members of the Walter and Beth Raehl family—is shown above.

One to One

Our family builds togetherness with one-to-one recreation times. Just as Mom and Dad spend time alone together, so each parent spends time alone with each child. While our 4-year-old son, Jeff, is at the baby-sitter, for example, Dad or Mom will pick up our teen-ager, Cassandra, after school and take her golfing or shopping. On another day, while Cass is at school, Dad or Mom will take Jeff to the park or the pier. These times, when the parent's attention is undivided, make each child feel special, and important, and loved.

Ross P. Simpson
Manhattan Beach, Calif.

Our family has decided that Sunday is "Child Stimulation Day." We have two very small children and we try to do something unusual with them on Sundays. It can be as exotic as horseback-riding or going to a museum or a movie, or even as ordinary as going to the local park or playing basketball in our backyard. We found that most weekends we were too involved in our own projects (washing the car or cleaning house), but now, by committing ourselves to "Child Stimulation Day," it is as welcome a change for us as it is for them.

Gary and Beverly Steinberg
Yorba Linda, Calif.

Solving Problems

Since the job jar worked so well in our family, with each person drawing out his her job for the week, I decided to try a problem jar. Anyone who has a complaint, including Mom, writes it on a slip of paper and places it in the jar. On Sunday afternoons, the time designated for our family gathering, we discuss the various problems. There is something beneficial about writing the problem down that eases the frustration and takes away some of the initial anger, too. Try it, it really works.

Birdie L. Etchison
Portland, Ore.

Traveling Together

At election time we bundled our children together and took them to the courthouse where the townspeople waited for election returns. We felt that seeing the crowds and being a part of the wait and anticipation would teach them the importance of the freedom to vote. Although they were not old enough to vote through those years, they took an interest; by the time of our election parties, that we had at our home each time, they knew whom they were rooting for. They made plaques and banners for their candidates and we had refreshments, "win or lose."

Our next election party will be at my daughter's house. She's giving it for the townspeople who have helped in her husband's campaign. So on it goes.

Thank you for letting us share.

Wynona Troup
Waco, Texas

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Handout A19

PRIME TIME - FAMILY TIME

You and your children need time to relax, to do things in a leisurely sort of way. The following is a list of ideas, just to get you started.

1. Favorite meal night - one member suggests a favorite meal.

2. Out-to-eat nights - regular once a month occasion where family members take turns deciding the place to eat. Keep a record of who picks what.

3. Family traditions - parents tell about traditions in their childhood that brought them security and a sense of belonging. Children love and can relate to these traditions and parents realize that they walk in familiar and comfortable moments together.

4. Outing - zoo, museums, city bus trip, train ride, sports events, plays, state and national parks.

5. Feeding time - feed fish, ducks, birds at local parks.

6. Daddy and Daughter, Mother and Son night out.

7. Note night - note cards, envelopes, pens, etc. plus a list of people, family and friends who need notes, cards, letters. Everyone writes something as each person is mentioned. Mention silly and fun things as well as concern for welfare, etc. in the notes to be sent.

8. Family awards night -

    1) All members dream up an award with a "gag nature."

    2) Second award is serious in nature playing up good virtues of helpfulness, thoughtfulness, achievement, promptness, growth, etc. of family members.

ADD OTHERS:

Material drawn from: Family Time, A Revolutionary Old Idea, Nutt

Exercise A20

LEISURE ACTIVITY CHECK LIST

What Leisure Activities Do You and Your Family Enjoy Doing Together?

Directions: In the first column, check those activities which you like doing or think you might enjoy trying. In the second column, indicate which activities other members of your family like to do. In the third column, check the activities your family actually does together. What do you conclude? Is anyone's interests dominating; anyone being neglected?

Suggestion: You may want each member of your family to complete this check list individually. Then together as a family unit complete the column - "Some Activities We Might Try." Now make definite plans to do the activities you have checked as a family unit.

Items of Leisure Activities	I Like (-Yes)	Other members of Family like (M-mother;F-father B-brother;S-sister)	Family Actually Does	Some Activities We Might Try
Go on a picnic				
Backyard family party				
Play games				
Play with neighbor youngsters				
Visit friends				
Visit relatives				
Play:				
Horseshoes				
Tennis				
Golf				
Touch football				
Softball				
Volleyball				
Basketball				
Catch				
Lawn bowling				
Croquet				
Go swimming				
Water ski				
Boating, canoeing				
Fishing				
Hiking, walking				
Go for a drive				
Visit a museum				
Attend an art exhibit				
Clean the yard				
Paint the house exterior				
Paint the house interior				
Watch television				
Go to a movie				

Items of Leisure Activities	I Like (-Yes)	Other members of Family like (M-mother;F-father B-brother;S-sister)	Family Actually Does	Some Activities We Might Try
Sport activities - organized:				
Baseball				
Tennis				
Swimming				
Boat race				
Car race				
Track and field meet				
Attend a flower show				
Attend a boat show				
Attend an auto show				
Listen to music				
Read a book together				
Sing as a family				
Sing with friends				
Sing in a church choir				
Play musical instruments				
Attend a musical program				
Attend a play (theatre)				
Attend a school play				
Go on a trip				
Horseback riding				
Dancing				
Watch the sunset				
Look at stars				
Locate constellation				
Build a bird feeder				
Collect rocks, or shells, or...				
Plant a garden				
Plant a tree				
Go camping				
Go motor cycling				
Go bicycling				
Look at flowers				
Watch the sun rise				
Go to a drive-in movie				
Eat out				
Others - your own list				

We will meet together as a family on ________________ (date) to choose an activity to do together and a date when we will do it.

Handout A21

FAMILY MEETINGS: WHERE TO BEGIN

1. List your family members and the areas each has total control over in their lives.

2. List areas in your family where there is little or no decision making freedom or power.

3. List areas where the family could be making decisions together.

4. Family meetings can be established even if only one parent is interested. Meet with your children and make decisions that involve your reltionship with them.

5. Family meetings can be introduced to young children as soon as they are able to communicate. Keep these meetings brief and simple - usually one issue per meeting is all one can expect of a young child.

Material drawn from: Family Time - A Revolutionary Old Idea, Nutt

Handout A22

GUIDELINES FOR FAMILY MEETINGS

1. Meet at a regularly scheduled time. Begin on time, you don't need to wait until every member agrees to attend, instead begin with those who are willing.

2. Share meeting responsibilities: chair and recorder.

3. Keep some type of minutes, record deadlines on a calendar or tape-record for a recap at the next meeting.

4. Suggested time is 20 - 30 minutes with younger children and 1 hour for older children. DON'T RUN OVER.

5. All family members are encouraged to participate, however, do not let the meetings turn into a "beef session."

6. Make sure your meetings are more than job distribution and problem solving sessions. Plan for family fun and recreation.

7. Avoid the pitfall of being sidetracked by other issues or dealing with symptoms (bickering, etc.) instead of the purposes of the behavior.

8. Record the plans, agree to put agreements into action and post the record or chart as a reminder.

9. End with something that is fun and affirms family members like a family hug, a game that includes family members or a bowl of popcorn enjoyed together with a good T.V. show.

Material drawn from: Systematic Training for Effective Parenting, Dinkmeyer and McKay

Handout A23

EXPECTATION EXERCISE

In a few words, statements or sentences, please complete the following.

NO NAMES on the papers please.

What I want from these times together:

a. I hope I will:

b. I hope you will:

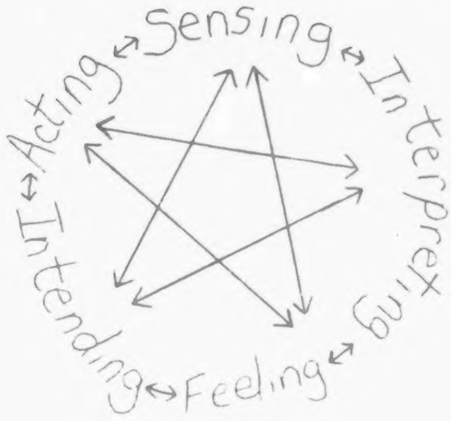
c. I hope we will:

Based on the work of Carole Clark

Handout A24

THE AWARENESS WHEEL:

A tool to help increase self awareness.



AWARENESS WHEEL

1. Sensing: receiving date from environment through senses of touch, taste, smell, hearing, and sight.
   a. Describe these sensations by: I see, I hear, I smell, I taste, I feel through touch
   b. Problems;
      - receiving conflicting data (hear one thing, see another) "body language"
      - jumping to hasty conclusions
   c. Solution: Document your interpretation by rechecking the sense data
2. Interpretations: Process of thinking through and making meaning from sense data drawing conclusions or making assumptions
   a. Make inferential statements:
      I think I assume I wonder
      I believe I guess
   b. Key Point: interpretations are not simply the way things "are"
      - They are based on what you perceive (sense) plus your prior experience
      - The same data can be interpreted by 2 people in entirely different ways
   c. Solution: document interpretation with sense data to check out or convey how you reached that conclusion
3. Feelings: spontaneous, emotional responses to interpreatations and expectations you have. Occur inside but have outward signs
   a. Your feelings are you: your emotions at the moment. Feelings:
      - are a barometer alerting you to "what's going on"
      - are natural and important
      - vary in intensity and duration

3. Feelings (continued)

   b. Awareness of feelings is important. Try to become aware of:
      - physical, behavioral, and indirect signs which are clues to your feelings
      - "mixed feelings" to avoid sending double messages

   c. Key Point: attempting to deny or ignore emotions is to let feelings control you.

4. Intentions: what you want or wish in a situation.

   a. Intentions help you to plan and consider alternative actions (organizers)

   b. Helpful to identify intentions
      - Behavior is a clue to what your intentions were
      - You may experience a combination of, or conflicting, intentions
      - disclosing your intentions to another prevents misunderstandings.

5. Actions:

   Verbal and non-verbal expressions of what you sense, interpret, intend, and feel. This is the output of information which becomes input for another.

Adapted by M.D. Burns
Materials drawn from Talking Together and Couple Communication
Instructor Manual Copyright © 1976 by Sherod Miller, Elam W. Nunnally
and Daniel B. Wackman.

Exercise A25

AWARENESS WHEEL EXERCISE

1. This exercise provides practice in using your Awareness Wheel. Think back to something that happened today - interesting, puzzling, bothersome, etc. Ask yourself these questions and answer them in the space provided.

   a. What did I sense - see, hear, smell, etc.?

   b. What did I think - what interpretation did I make?

   c. What did I feel - what was my emotional reaction?

   d. What were my intentions - what did I want, if anything?

   E. What did I do - verbally and/or nonverbally?

Adapted by M.D. Burns
Materials drawn from Talking Together and Couple Communication
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and Daniel B. Wackman.

Exercise A26

THREE REASONS WHY I CHOSE YOU

Share with your partner later in the evening.

1.

2.

3.

Based on the work of Carole Clark

Exercise A27

MY PARTNER'S LOVING BEHAVIOR

List specific behavior of your partner which stimulated in you feeling of being loved, appreciated, understood, valued and respected. What are the day-to-day things he or she does which you respond to with feelings of being loved, etc.? Try to remember instances in which, in the recent past, you especially felt loved, valued, understood. Be as specific and as illustrative as you can. (You are not implying that your partner always does what you are citing, but simply that whenever she or he does these things you feel this way).

I Feel Loved and Appreciated When You:

I Feel Understood When You:

I Feel Valued When You:

I Feel Respected When You:

Now, take turns reading your whole list to your partner. Reader, read slowly and look into your partners eyes, explaining as completely as possible how this behavior makes you feel and why. Listener, listen closely and tune in to your feelings as your partner lists your loving behavior. When he or she is finished, tell him or her how you feel now and the feelings you were aware of while he or she was reading. Mention your feelings about specific behaviors. While you do this continue looking into each other's eyes. Then reverse roles and do the exercise again.

Based on the Work of Carole Clark

Exercise A28

MY LOVING BEHAVIOR

List all the things you do in which you are communicating that you love, value, respect, understand and appreciate your partner. Try to be specific: What is your day-to-day behavior in which you are saying to your partner, I love you, value you, respect you, etc? (You are not implying below that you always do these things you are citing, but simply that whenever you do them, you are feeling loving, understanding, etc.).

I Am Saying I Love and Appreciate You When I Do the Following:

I Am Saying I Understand You When I:

I Am Saying I Value You When I:

I Am Saying I Respect You When I:

Take turns sharing one behavior from your list.
Sharing partner: When sharing your list with your partner, introduce your statement with the phrase printed: e.g. "I am saying I love and appreciate you when...." Then check out if this is how your partner understands your specific behavior. Listening partner: Listen without interrupting and just BE AWARE of what you are feeling in response to what your partner shares with you. When your partner is finished, share what you are feeling, right now.

Based on the work of: Carole Clark

HOW TO ACHIEVE YOUR GOALS ... ASSERTIVENESS

FOGGING I acknowledge partial truth
I remain judge of my decisions

FREE INFO. I give cues and pick them up to keep exchange going

BROKEN RECORD I calmly repeat my wants over + over
I am persistant

Don't need to fall into verbal traps and argumentative baiting.

NEGATIVE INQUIRY

I am comfortable in seeking criticism in order to get honest negative feelings out of another

WORKABLE COMP. I am willing to work out an acceptable compromise unless important principles are at stake.

NEGATIVE ASSERTION

I strongly and sympathetically agree with hostile or constructive criticism of negative qualities.

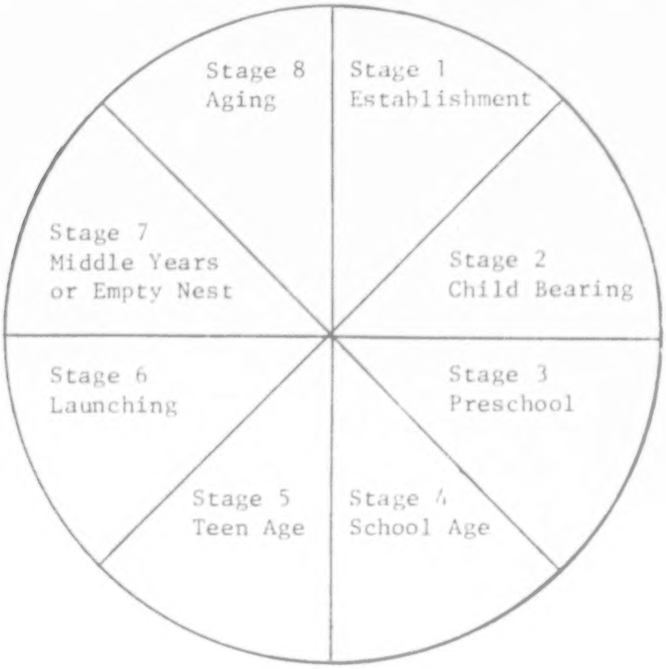
SELF DISCLOSURE I comfortably disclose aspects of me and my life that used to cause anxiety or guilt

Materials drawn from When I Say No I Feel Guilty, M. J. Smith, Bantam Books.

Exercise A30

THE FAMILY LIFE CYCLE CHART

This chart pictorially presents the eight stages of the Family Life Cycle described in Handout J.2. In the circle mark in the number of years you spent in each stage up to the present and estimate the probable number of years that you will spend in future stages.



1. ESTABLISHMENT STAGE - From marriage until birth of first child
2. CHILD BEARING STAGE - From birth of first child until that child reaches about 30 months of age
3. PRESCHOOL STAGE - Oldest child: 30 months to 6 yrs.
4. SCHOOL AGE STAGE - Oldest child 6-13 years
5. TEENAGE STAGE - From time first child enters adolescence until first child is "launched"
6. LAUNCHING STAGE - From time first child is "launched" until last child is - "launched"
7. MIDDLE YEARS OR EMPTY NEST STAGE - From time last child is launched until retirement of one or both spouses.
8. AGING STAGE _ From retirement until death of last spouse

Adapted from: Ronald L. Pitzer, by M. H. Jones and C. R. Nirenstein

THE FAMILY LIFE CYCLE

Ronald L. Pitzer

Extension Family Life Specialist
University of Minnesota

People are in constant evolution over the course of their lifetime. There are always times of crises, disruption, transition, and change. Many of these changes are anticipatable . . . and all can be constructive, leading to growth. Although families differ considerably in size, composition, circumstances, and response to situations, families too, go through typical, fairly predictable phases and stages of development. At each stage of the family life cycle, there are understandings to be sought, adjustments to be made, problems to be solved, crises to be faced, and decisions to be acted upon as members of the family seek to meet their own personal needs, define and play their roles, and achieve their goals, and contribute to the development and well-being of other family members.

If one is aware of the changes and conditions that arise as a result of the stages, one will be better prepared to make choices and to cope with situations that affect one's life in the present and in the future.

Let's take a look now at the family life cycle. The model I will be using divides the life cycle into eight basic stages. You may want to refer to the family life cycle chart as you read the following materials. A family spends a certain number of years in each stage. The model is based on a family's response to the changing developmental needs of their first child, while also taking into account the changing roles of adults in the family as they continue their own life span development.

This is a model of the "typical" American family consisting of a husband, wife, and one or more children. There are, of course, many other forms of the family -- single-parent families, childless couples, blended or remarried families, to name just a few. The model I will be presenting does not fit perfectly with some of these forms and if you happen to occupy one of these you will need to look at the framework accordingly. However, I do want to stress that regardless of the specific family or household form or composition and of the specific life circumstances of a family, most of the individual and family developmental tasks have to be accomplished. The important question for any one is "How do I best accomplish these tasks given the characteristics and circumstances of my family?"

Perhaps we should briefly consider a few definitions:

"Stage" refers to the time periods into which the family life cycle is divided -- some characterized by turmoil, some by relative calm. All entail changes in family patterns of interaction. This notion of stages is helpful in thinking about -- and even anticipating -- the different dimensions of growth and change that a family experiences at different periods of their life course.

"Developmental task" refers to a need or task or demand or responsibility that rises at or about a certain time in the life of an individual or family. This "growth responsibility" can be associated with any one or a combination of our human dimensions -- our physical, social, emotional, mental, or spiritual selves. Successful accomplishment of these tasks or responsibilities is important for the present satisfaction and preparation for future tasks and responsibilities.

Now let's briefly review the eight stages of the family life cycle and some of the individual and family developmental tasks at each stage.

1. ESTABLISHMENT STAGE

The early married or establishment stage begins with the marriage of a couple and continues until the birth of their first child. The average woman today marries at about 21-22 years and bears her first child about 1.7 years later.

During this establishment phase, a young man and woman, who have officially "pulled up roots" from their families of origin, are now committed to bonding their different life experiences into their own family of design.

Among the young couple's many developmental tasks are, they need:

- to work out a satisfactory routine and an agreeable division of household tasks and responsibilities;
- to work with one another to achieve flexible sex role definitions;
- and to establish good communication processes with one another.

It is also important for the couple:

- to identify and share some common interests;
- to work out satisfactory sexual patterns with one another;
- to work out satisfactory relationships with in-laws;
- and to work out healthy ways of interacting with one's friends and others in the community.

The latter part of this period -- for couples who have a child -- centers around the wife's pregnancy. There are certain developmental tasks that need to be accomplished before the first child arrives:

- acceptance by the husband of his wife's pregnancy and support of her.
- acceptance by the wife of her pregnancy and proper care of her health.

Together they need to make household and financial arrangements to accommodate the arrival of the new family member.

2. CHILD-BEARING STAGE

The child-bearing stage runs from the birth of the first child until that child is about 30 months of age. Once the baby comes, the parents must continue to enrich and strengthen their relationship as a married couple but must also learn the skills of being a good parent. During this time, the child's most important development task is to develop the cornerstone of a healthy personality, which is a sense of trust in oneself and in one's environment. The latter part of this period will be marked by a growing quest for autonomy or independence by the child as he or she develops a separate self and begins the long road to self-reliance.

3. PRESCHOOL STAGE

The preschool stage runs from the time the oldest child is about 30 months of age until he or she is about age 6 and begins school full-time. During this period, the average woman today will have borne one or two additional children -- including, typically, their last child.

This is a busy time for a young family. Children are actively growing and exploring, parents' careers are full of demands, social contacts with friends, neighbors, family, and community groups have increased. In the management of family life, an important developmental task for the couple is to assess and prioritize their goals so that their personal identity and interests and their marital relationship are balanced with the demands of parenthood, job, and civic responsibilities.

In this stage, as in all stages, the parents need to continue to work on their marital relationship. During this stage, they also have the task of continuing to be good parents. This involves providing a wholesome environment for the child that is warm and nuturing, playing with their child, answering the child's questions and helping the child to explore and develop his or her skills.

As a family, all family members need to share the management of busy household routines, deal with financial concerns, and share responsibility for, and work out a good system of, communication for its members.

4. SCHOOL AGE STAGE

The school age stage begins with the first child's entry into first grade and runs until he or she reaches adolescence (or approximately age 13). This is an exciting time for children and families as the children are in school and developing very rapidly.

A school-age child really opens the doors to a wider world for all the family. In a sense, parenting becomes a shared affair with other adults, especially in school and activity groups.

However, parents remain very important to their children and should continue to work on being good parents, which, again at this stage includes doing things with the children, helping the children to explore and understand their surroundings, giving the children support, nuturance and guidance, and helping the children learn the skills needed for this stage of development.

During the school age stage, the family also needs to work together on a few developmental tasks. Again, and through the life cycle, the family needs to work on sharing responsibilities, working out household and financial matters, working together to maintain an open system of communication, and planning family recreation and celebrating holidays and family rituals. As a couple, the adults need to assess their developmental directions and to evaluate the balance of their personal, marital, and parental roles.

5. TEEN AGE STAGE

This stage begins with the entry of the oldest child into adolescence and runs until the first child is "launched" -- leaves home to begin college or other post-high school training, enters the military service, gets married, starts a job, and/or establishes a residence of his or her own. This usually occurs sometime between age 18 and the early 20's.

The teenager's main developmental task is to bring together all of the things she has learned about herself and to intergrate these different images into a whole that makes sense and shows continuity with the past, while preparing for the future. In other words to answer the question, WHO AM I?

The developmental tasks for parents during the teen years involve the family's value system. Parents are still needed by teenagers as models of persons with clear and congruent values. Parents are also needed to support and affirm the person the teenager is becoming, even though there will be differences in veiwpoints' and attitudes. To help the teenager understand and accept who she or he is, parents take on the tasks of working out a system of freedom and limits, giving guidance and support, and communicating honestly and openly what they think and how they feel.

6. LAUNCHING STAGE

The launching stage is the period from the time the first child leaves home until the last child leaves.

During this stage young adults "pull up roots" and exit from the safety and security of the home and family. Young adults have many options: They can go to college or vocational school; they can go into the service; they can start out in their own jobs; or they can get engaged and married. During this time in their lives, young adults are trying to make commitments and life structures of their own. It is a time when they are trying to convert their dreams into goals and into realistic life systems.

The developmental tasks for the launching young adult are many:

- to plan and begin ways to make the personal "dream" become real,
- to adjust to being on one's own and to reduce some of the emotional and physical ties with one's family,
- and to "join" with others and gain intimacy which involves the ability to care about and share with another person without the fear of losing oneself in the process.
- and to establish oneself in the adult identity.

During this time in the life cycle, it is important for parents and other family members to:

- let the "launching members" have a feeling of independence to create their own life systems;
- reallocate responsibilities and space within the contracting household
- and to keep communication systems open among all family members, including the launched members.

7. MIDDLE YEARS (OR "EMPTY NEST") STAGE

The middle years stage (sometimes called the "empty nest" stage) begins with the launching of the last child from home and continues until ther retirement of one or both spouses. For most Americans today, this is a lengthy period of 15 or more years.

Typically, during these middle years, people being freeing themselves of the "shoulds" of others such as their parents, or offspring, or jobs, or society. Some life commitments are modified or broken, others are renewed, and some new ones are made.

Middle age is a time for reflection . . . about the past, the present and the future. For many middle agers, this is the happiest, most productive time of their lives -- the culmination of years of creating and raising a family, securing a place in the scheme of things, and accumulating whatever power and possessions they are destined to have. For other middle-agers, however, this period brings general disappointment with self, lifestyle, work, or marriage... unfulfilled emotional needs, difficulty in confronting the loss of their youth, and the fading of old roles.

Among important developmental tasks for middle-agers are: to accept one's age and abilities and to continue to lead a productive life, to maintain a balance between independence and dependence within one's family, and to work out constructive relationships with their adult offspring, their sons- or daughters-in-law, their grandchildren . . . and in most cases today their own aging parents.

8. AGING STAGE

The final stage in the family life cycle begins with the retirement of one or both spouses and continues until the death of the last spouse. The average woman today will be about 66 years old at the death of her spouse and will live until about age 77 or 78. During this time, the individual's major efforts are nearing completion. There is time for reflection and for the enjoyment of life and others. Many older persons look back on life with satisfaction and realize that they have adapted to the triumph and disappointment of generative activities as parents and co-workers . . . and have had satisfying intimacies with other human beings. At the other extreme, some older persons look back on life as a series of missed opportunities and missed direction. Realizing that it is too late to start again, they plunge into despair.

Some important developmental tasks for people during this stage in the family life cycle include:

- to continue to find life enjoyable and meaningful;
- to keep physically and emotionally healthy;
- to maintain social contacts and contacts with one's family;
- and to face the possibility of death in constructive ways.

That was a lengthy -- yet very sketchy -- review of the eight stages of the family life cycle and some of the basic developmental tasks and responsibilities of each. Please realize that this is a model of the typical or average family life cycle -- based on Census Bureau and other demographic data. Any particular family may vary greatly from the model and there is nothing at all wrong with it. The journey through this cycle of life will differ to some considerable degree from the model presented if one never marries, marries earlier or later than average, has no children, one child or several children, has children late in life, if there is a divorce, if there is a remarriage blending two families, if a spouse dies at an early age, and so on.

The purpose of a model such as that presented is to alert you to some tasks and responsibilities that are urgent at your present stage and that can be anticipated later. Again, I would remind you that these are basic tasks and duties associated with each stage of development -- for individuals and the whole family -- that must be attended to regardless of your family composition or life circumstances. The important thing is for you to think through the demands on you and your family and to work out ways of dealing with these.

Exercise A32

DISCUSSION QUESTIONS ABOUT FAMILY DEVELOPMENT

1. What evidence is there in your life of the stage your family is in?

2. Is it a good description of your family?

3. If there are any single parent or blended families represented in the group, do any adjustments to the description need to be made?

4. Are any developmental tasks describes presenting problems to be coped with?

5. Are there special problems or needs present for families with both parents working outside the home connected to the stage of development you are in?

Developed by: C. R. Nirenstein, M. H. Jones

UNIT IV: STRENGTHENING THE INDIVIDUAL AND THE FAMILY

PART B: FOCUS ON INDIVIDUAL SELF-ESTEEM

Content

1. Understanding Self-Esteem
2. Building Self-Esteem
3. Handling Guilt
4. Considering One's Rights and Obligations as a Parent and Employee
5. Taking Responsibility for One's Own Well-Being
6. Reading Resources

Objectives

1. *a*. To be aware of the components of self-concept and definitions of self-esteem.

   b. To explore areas in which self-concept and a sense of self-esteem is developed.

   c. To understand self-esteem in the images of "high-pot" and "low-pot."

2. To consider the ways a sense of low self-esteem can become an established pattern of behavior and what can be done to break the cycle.

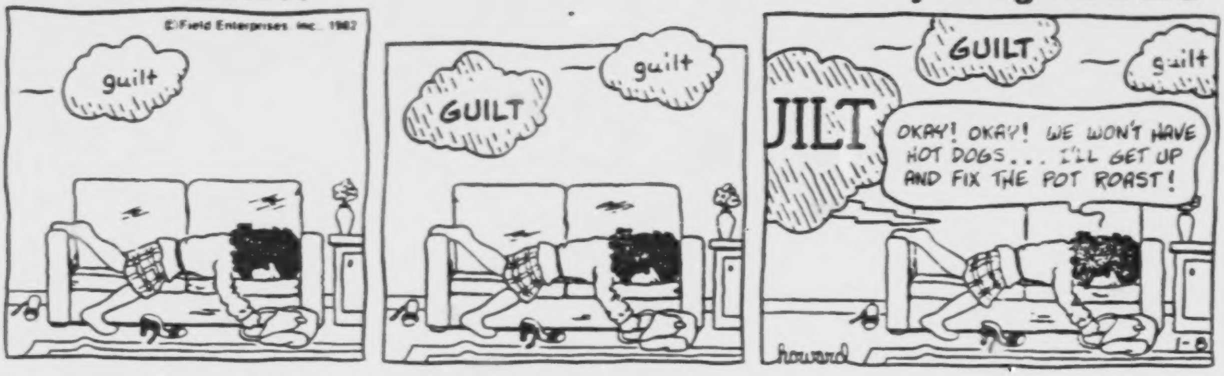
3. *a*. To be aware of how guilt develops and be able to utilize techniques that reduce guilt.

   b. To recognize that maternal employment is not equated with neglect of children and need not cause low self-esteem.

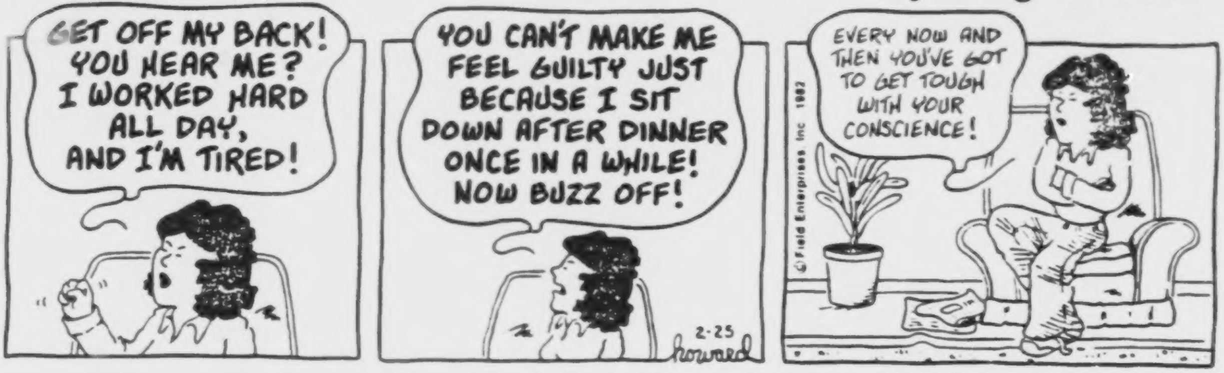
4. To understand that a Bill of Rights can protect a person's sense of self-esteem.

5. To increase awareness of the value of taking the initiative to plan personal experiences to increase self-esteem.

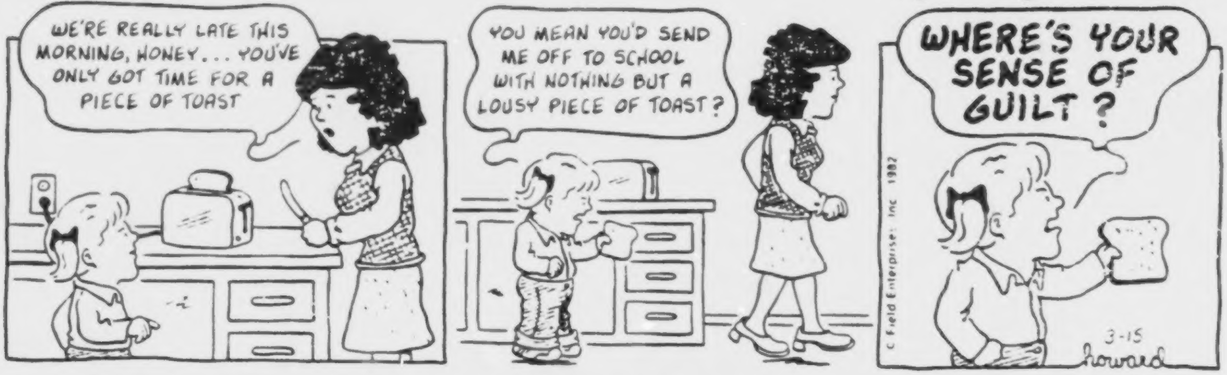
SALLY FORTH by Greg Howard


©Field Enterprises Inc. 1982
guilt
GUILT
guilt
GUILT
guilt
UILT
OKAY! OKAY! WE WON'T HAVE HOT DOGS... I'LL GET UP AND FIX THE POT ROAST!
howard 1-8

SALLY FORTH by Greg Howard

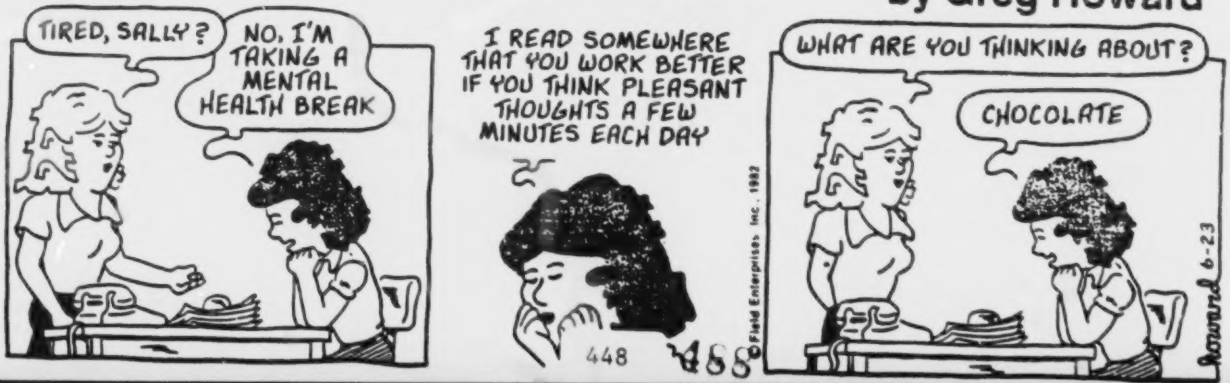

GET OFF MY BACK! YOU HEAR ME? I WORKED HARD ALL DAY, AND I'M TIRED!
YOU CAN'T MAKE ME FEEL GUILTY JUST BECAUSE I SIT DOWN AFTER DINNER ONCE IN A WHILE! NOW BUZZ OFF!
2-25 howard
EVERY NOW AND THEN YOU'VE GOT TO GET TOUGH WITH YOUR CONSCIENCE!
© Field Enterprises, Inc. 1982

SALLY FORTH by Greg Howard


WE'RE REALLY LATE THIS MORNING, HONEY... YOU'VE ONLY GOT TIME FOR A PIECE OF TOAST
YOU MEAN YOU'D SEND ME OFF TO SCHOOL WITH NOTHING BUT A LOUSY PIECE OF TOAST?
WHERE'S YOUR SENSE OF GUILT?
© Field Enterprises, Inc. 1982
3-15 howard

SALLY FORTH by Greg Howard

BEST COPY AVAILABLE


TIRED, SALLY?
NO, I'M TAKING A MENTAL HEALTH BREAK
I READ SOMEWHERE THAT YOU WORK BETTER IF YOU THINK PLEASANT THOUGHTS A FEW MINUTES EACH DAY
© Field Enterprises, Inc. 1982
WHAT ARE YOU THINKING ABOUT?
CHOCOLATE
howard 6-23

Content

1. Understanding Self-Esteem

Self-concept and self-esteem have received much attention in the last decade. Most writers agree on what we mean when we use the terms and many have written about the importance of the development of a positive sense of self-esteem.

Self-concept is what you know about yourself.

Self-esteem is how you feel about yourself.

Your self-concept leads to your sense of self-esteem. The components of self-concept are:

1. Knowledge - what you know about yourself
2. Expectations - your ideal image of yourself
3. Standards - other people's ideal image of you

Self-esteem is the result of a comparison between your knowledge of yourself and the expectations and standards you have for yourself.

Six of the areas in which we can develop a self-concept and a sense of self-esteem are:

Family
Occupational
Social
Spiritual
Physical
Intellectual/Creative/Special Interests

Sometimes people spend most of their time and energy to achieve a sense of high self-esteem in only one or two areas which can cause an imbalance in their lives. A person can be a workaholic and damage her/his family and social relationships, or s/he may neglect eating but drink too much and damage her/his physical condition. This can lead to a lower general sense of self-esteem even though s/he has a very high sense of self-esteem in one or two areas.

Virginia Satir presents self-esteem in the image of a "pot." A "high-pot" person is someone whose pot is full and has lots of feelings of self-worth. A "low-pot" person is someone whose pot level is low and does not have a good feeling of self-worth. We all have experiences that are pot-filling and pot-draining.

Two explanations that may account for some of the responses to this exercise are:

1. Whether high-pot or low-pot experiences are easier to recall may depend on:
    a. How you are feeling about yourself when you are doing the exercise.
    b. How you were feeling about yourself when the experience took place.

2. Our society tends to focus on pot-draining experiences. In raising children, parents rarely tell their children when they have done something right, but often punish them for doing something wrong.

Feelings of high self-esteem are nourished by experiences that make your feel both lovable and capable.

> Examples of experiences that enhance a feeling of being lovable are to receive a birthday card which says, "Thank you for another year of you." or to walk into a room and hear somebody say, "I'm glad you're here."
>
> An example of an experience which enhances a feeling of being capable is successfully wallpapering a bathroom when you have never wallpapered before.

Our society tends to emphasize the characteristic of being capable, which means that we do not often get messages about being lovable. We receive appreciation mainly for what we do, not for what we are.

Application	Resources
This handout gives examples of definitions of self-concept and self-esteem. Several well-known authors of books about these Topics are quoted. The instructor emphasizes that there is a variety of definitions of self-concept and self-esteem, and that the terms are sometimes used interchangeably, which can be confusing. The group reads through the definitions and contributes their ideas about each one.	Handout B1: "Definitions of Self-Concept and Self-Esteem," Developed by Corrine R. Nirenstein and Maya Hansen Jones
This handout presents the definition of self-concept and self-esteem that is used in this curriculum. The instructor and the group review the handout together to lead to a common understanding of self-concept and self-esteem. The group shares personal examples of Knowledge, Expectations and Standards. The group is requested to change the example to reflect a sense of high self-esteem. If I think I should be able to be in top physical condition, and I know that I can am exercising and my body is firm, I will feel good about my body and myself and my sense of self-esteem will be high.	Handout B2: "Self-Concept Leads to a Sense of Self-Esteem," Developed by Corrine R. Nirenstein and Maya Hansen Jones
The group completes the questionnaire. The instructor asks, "What would you like to do to improve your sense of self-esteem in these six areas? Write your ideas in the space below the appropriate area. The group shares ideas on ways to improve a sense of self-esteem in each area.	Exercise B3: "My Self-Concept and Sense of Self-Esteem" Developed by Maya Hansen Jones and Corrine R. Nirenstein

Application

The instructor asks the group what happens when most of our time and energy is spent on developing a high sense of self-esteem in only one or two areas and neglect the other areas.

Group members respond to the exercise with one job-related and one home-related experience.
The instructor asks for a show of hands for the following questions:

a. Which was easier to recall:
   - high-pot experience?
   - low-pot experience?
b. How many had high-pot work experiences?
c. How many had low-pot work experiences?
d. How many had high-pot home experiences?
e. How many had low-pot home experiences?

The instructor leads a discussion using the following information and questions:

Our society tends to focus on low-pot experiences. For example:

- In raising children, parents rarely tell their children when they have done something right, but often punish them for doing something wrong.

- A person may have a perfect driving record but never receive a letter of commendation from the insurance company. However, after your first accident, you not only hear from them, but the company may either raise your rates or cancel your policy.

(continued)

Resources

Exercise B4: "Thinking About High-Pot and Low-Pot," Developed by Corrine R. Nirenstein and Maya Hansen Jones

Application

Even though our society tends to focus on low-pot experiences, some of you found your high-pot experience easiest to recall.

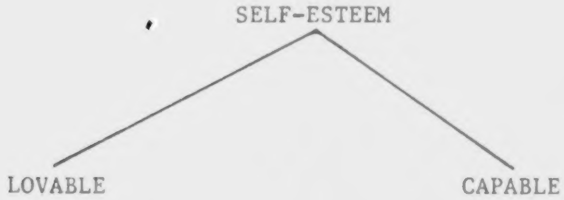
Why do you think this is so?

Two other reasons that may account for recalling high or low-pot experiences easiest are:

- How you are feeling about yourself when you are doing the exercise.
- How you were feeling about yourself when the experience took place.

Why do you think the high-pot and low-pot experiences took place where they did, at work or at home?

The instructor puts the following diagram on the board:



The instructor presents the information in Content using the above diagram.

The instructor writes on the board the following possible responses to the exercise:

Lovable
Capable
Not Lovable
Not Capable
Lovable and Capable
Neither Lovable nor Capable

The group reads each question on the exercises and responds verbally.

Resources

Exercise B5: "Feeling Lovable and Capable" Developed by Maya Hansen Jones and Corrine R. Nirenstein

2. Building Self-Esteem

A pattern of negative feelings leading to a sense of low self-esteem can be established when people give themselves unrealistic expectations to fulfill or try to fulfill unrealistic expectations others have for them. This idea can be though of as a merry-go-round which continues in a self-perpetuating cycle once it is begun.

Some suggestions for breaking this destructive pattern of behavior at home are:

- Recognize the positive aspect, both for yourself and other family members, of accepting your inability to do everything.
- Learn to give up some of your power and control.
- Encourage other parent or other family member to experience the joy and reward of spending time with the children.
- Change the expectations you have for yourself.
- Evaluate expectations others have for you.

This low self-esteem cycle also operates at work. However, the constraints of work conditions make it more difficult to have control over the situation and make changes.

Application	Resources
The instructor presents the Merry-Go-Round to the group. A person can get onto the merry-go-Round at any point and move around the circle clockwise. A good place for the instructor to begin is with Feelings of Frustration. The instructor leads a discussion using the following questions: a. Are you on this merry-to-round? b. Where are you on it right now? c. Are you in more than one place? d. Do you have some unrealistic expectations for yourself?	Handout B6: "Self-Esteem Merry-Go-Round" Developed by Maya Hansen Jones and Corinne R. Nirenstein
The handout is distributed to the group. Each suggestion and example is considered and the group brainstorms other ways each suggestion can work in their families.	Handout B7: "Suggestions for Getting Off the Self-Esteem Merry-Go-Round" Developed by Maya Hansen Jones and Corrine R. Nirenstein
The instructor asks the group the following questions: - Was work a major source of placing yourself on the Merry-Go-Round? - Within the realistic constraints of work conditions, are there some measures you can take to break the low self-esteem cycle at work?	

3. Handling Guilt

The price working parents pay for juggling their work and parenting can sometimes be guilt. Guilt about being a good parent and the effect that a person's job may have on the well being of their children. Guilt about resenting the child's infringement on one's time, career or relationship with a spouse.

Guilt somehow pushes a person to do more, do it faster, do it better with quantitative AND qualitative value. In the rush to "do it all" a person soon reacts with negative feelings and often overlooks the positives. There is a strong dichotomy where on one hand working parents, especially mothers see the benefits to both their families and themselves, and on the other hand have guilt-stricken attitudes, even knowing that there's no reason for such feelings.

Mothers, especially fall under the spell of guilt, probably because mothers keep their children's welfare at the top of their overall priorities, and forefront of their minute-to-minute concerns. Mothers place high demands on themselves as mothers. As long as mothers believe that they and they alone are responsible for a way the child turns out, they will blame themselves when anything goes wrong. Hopefully this will be the last generation of women to automatically take guilt to the office along with their lunch.

It seems that women are obsessed with "getting organized" and often place an "organizational guilt" trip on themselves. It too often means blaming one's incompetence on laziness, instead of taking stock and revolting against what might be a back breaking load of responsibility. Organizational guilt has also been described as: "If I were only ORGANIZED everything would be o.k., but if I am organized, I must have forgotten something."

To alleviate guilt, encourage participants to:

1. Take good care of themselves.
2. Determine what parts of their life are the most important, and give it their prime time.
3. Do very few things they resent or strongly prefer not to do.
4. Live in the here and now.
5. Identify expectations as reasonable or unreasonable.

Where does guilt come from? It may come from a society that tells mothers a son wouldn't have shoplifted if the mother had been home, when the important thing to realize is that this is part of a stage the child was going through whether she was at home or not. Another example, a pre-toilet trained child is ready to learn, if only the mother were at home to give lots of extra attention. Many children are not completely toilet trained even at three years. It's an individual thing.

The feminist movement encourages lots of "freedom of choice," but our culture isn't open to the concept when it treats women who choose to stay home like dummies and those who work as if they were self-centered and irresponsible.

Mothers and mothers-in-law may set themselves up as protectors of their grandchildren. Somehow they project an air of infallible wisdom, experience and seasoned judgement of a distance. When grandparents provide the child care source of guilt can be two-pronged: martyrdom for doing the parent's job and the rise of an expert on your own child. Parents need to learn to trust their own instincts with their kids and see this as an important and essential step in their growth.

More and more mothers are realizing they are not the only woman who can't stay home and sew cheerleading costumes or bake items for the sale. This helps more mothers deal with the guilt that comes from feeling "different" from others. "It helps," as one mother put it, "knowing my cookies for the meeting aren't the only ones coming from the store."

Knowledge of normal growth and development of children is a way to dispel guilt. Parents realize it's not the mother's fault when a child does something others can point at. Consider the "perfect child" who never gets sick, never gets unhappy, and never gets into trouble. Is there such a child?

When mothers realize there are things you can give up without giving up being a good mother, guilt melts away. When both parents work, it is important to realize that there must be trade-offs, compromises, in every role. There are many precedents that have been set and it is an adjustment for everybody to switch into another gear.

Mothers especially need to see guilt in relation to other feelings they have:

- Pride in contribution to society
- Pride in contribution to family finances
- A job/career that offers rewards and challenges as well as money
- Enjoyment of getting out of the house and being with other adults

Dorothy Briggs offers a change in "self" talk as a way of coping with guilt. It is a conscious move away from the "shoulds," and doing more of the I "want to," "I choose," "I prefer," "I wish," "I desire."

Application	Resources
"Some of the Things you may feel Guilty About" Use as a jumping off point for a mini-lecture or distribute for discussion. Give participants a few minutes to read through the handout. Invite participants to add their own items to the list. Ask participants to share their reactions. Note similarities among members which in itself will help to dispel some guilt.	Handout B8: "Some of the Things You May Feel Guilty About," from The Working Mother's Complete Handbook, Norris & Miller E. P. Dutton, 1979.
"Distinguishing Between Reasonable and Unresonable Demands" is a handout for participants to take home and use at their leisure.	Handout B9: "Distinguishing Between Resonable Demands," Plain Talk About Feelings of Guilt," NIMH.
"Alternatives to SHOULDS." Present the concept of "self" talk as thoughts and words we say to ourselves. Distribute the handout and go through the list.	Handout B10: "Alternatives to Shoulds," Celebrate Yourself, Dorothy Briggs, Doubleday, 1977
The problem with the "shoulds" and "ought to's" in life is that they are usually attached to an expectation someone else has and produce guilt. By changing the "self" talk to more of the "I want to," and "I choose" ....guilt melts away. People feel they have permission to be human.	
"Ideas to Keep You Well," suggest participants keep this handout visible at home or near their desk.	Handout B11: "Ideas to Keep You Well," Based on the work of Albert Ellis
"Plain Talk About Guilt," is a teacher resource to be shared with participants.	Handout B12: "Plain Talk About Guilt," National Institute of Mental Health

Application

Often women who are employed outside the home have feelings of low self-esteem because of the worry that they are neglecting their children. Some research has been done on the effects of mother's employment on their children. The information that has been gathered indicates neutral and positive effects. Handout and discuss the handout "Impact of Working Mothers On Children."

Resources

Handout B13: Impact of Working Mothers On Children," adapted from Impacts of Work on the Family, Joyce Portner, NCFR Monograph, 1978

4. Considering One's Rights and Obligations as a Parent and Employee

There has been a lot of discussion about the Rights of children recently. Parents also have rights. We need to recognize what those rights are in order to protect them from infringement. When parents' rights are ignored it is a pot-draining experience and self-esteem level is lowered.

Fitzhugh Dodson has suggested the following list of Rights:

- You have the right to your own feelings and the right to express them to your children.
- You have the right to be the authority in your home.
- In the hierarchy of family loyalties and priorities, your marriage comes first and your relationship with the children comes second.
- You have the right to take periodic vacations from being a parent.
- You have the right to make mistakes in bringing up your children.
- You have the right to pursue your own career and interests.
- You have the right to be a fallible, imperfect human being.
- You have the right to be yourself.

Work conditions impose certain limitations on employees' Rights. Employees have responsibilities and obligations to their employers in exchange for their pay. The U.S. Government has declared some basic human rights at work, such as employees cannot be discriminated against on the basis of sex, race or age; there is a minimum wage; there is recourse for sexual harassment.

Application

The instructor distributes the article and the group reads it while the instructor puts the Rights as listed in Content on a blackboard.

There are two ways this article can be dealt with:

1. The group can choose which Rights they want to discuss.
2. The group is divided into four small groups and each group considers two of the Rights. The group then reconvenes and shares their discussions.

The following questions are used to stimulate discussion in either the large or small group format:

- Whether they agree or disagree with each Right.
- Whether or not they feel a need for each Right.
- Ways they have fulfilled or would like to fulfill each Right.

The handout is distributed for parents to take home and post someplace where they can see it.

The instructor presents the information in Content as an introduction to this exercise. The group brainstorms a "fantasy" Bill of Rights for employees (one example is that an employer cannot assign a new project or problem at quitting time to be ready or solved first thing the next morning).

The group selects the more realistic Rights and makes suggestions on how they could be implemented at work.

Resources

Article B14: "Parents Have Rights, Too," by Fitzhugh Dodson, Readers Digest, August, 1981.

Handout B15: "Bill of Rights for Parents," from How to Parent, Fitzhugh Dodson

Content

5. Taking Responsibility for Our Own Well-Being

Before people can become better parents and better employees, they must feel good about themselves. They should not rely only on others to nurture and care for them, but assume responsibility for their own well-being.

They need to change the attitude that doing things for their own pleasure is being non-productive. A person might decide to slow down, get off the work (job and family) treadmill and indulge him/herself in something personally satisfying. However, if that person is asked what s/he did that day, that same person will apologize and complain that s/he has done nothing. They must begin viewing pot-filling activities as having value and being productive.

Application

The instructor presents the information in content as an introduction to this exercise.

Group members are instructed to write on a slip of paper something they would like to do or to stop doing that would raise their self-esteem pot level. Group members are told that their ideas will be shared anonymously. The instructor passes around some kind of a "pot" for group members to put their slips into.

The pot is then passed around a second time. Each person in turn selects and reads aloud one slip of paper and then passes the pot to the next person.

After all the slips have been read, the group discusses the issues and makes suggestions for specific wants and needs.

Note to the Instructor: Lack of time for personal activities tends to be a common issue for parents whether or not they are employed outside the home.

The difference is that parents at home full-time express a need for time away from children, and employed parents often express a need for more time with children.

This article can be sent home or discussed in class.

Resources

Article B16: "What's Your Hurry?" by K. E. Cole, McCall's, June 1982

6. Reading Resources

Self-Esteem

Briggs, Dorothy C. Your Child's Self-Esteem. New York, Doubleday and Company Inc., 1970.

Clarke, Jean I. Self-Esteem: A Family Affair. Minnesota, Winston Press, 1978.

Samuels, Shirley C. Enhancing Self-Concept in Early Childhood. New York, Human Sciences Press, 1977.

Satir, Virginia. Peoplemaking. California, Science and Behavior Banks, Inc., 1972.

Guilt

"Be Your Own Santa Claus, Sandra Gordon Stolty, 1978.

Celebrate Yourself, Making Life Work for You, Dorothy Corkill Briggs, Doubleday and Co,. New York, 1977.

"Getting It Together for Employed Parents," Loid Bahawa-Evenson, Iowas State University, 1978.

"Plain Talk About Feelings of Guilt," DHEW Publications No. (ADM) 78-580, Reprinted September, 1978.

The Working Mother's Complete Handbook, Gloria Norris and JoAnn Miller, E. P. Dutton, New York, 1979.

"The Selling of the 25-Hour Day or A Case of Organizational Guilt," Lindsy VanGelder, Ms. Magazine, 1980.

The Two-Career Couple, Francine and Douglas Hall, Addison-Wesley, Phillipines, 1979.

"Why Some Mothers Feel Guilty and Others Don't," Jane Adams, Working Mother, Vol. IV, No. 4, July, 1981.

When I say No, I feel Guilty, Manuel J. Smith, Bantam Books.

Women Time, Diana Silcox, Wyden Books - Harper and Row, New York, 1980.

Filmstrip: When I say No, I Feel Guilty
Available thru: 916 Vo-Tech
3300 Century Ave. N.
White Bear Lake, MN 55110

Handout B1

Definitions of Self-Concept and Self-Esteem

Your Child's Self-Esteem by Dorothy Briggs

....each person's self-concept evolves throughout his lifetime. Every infant is born without a sense of self. Each one must learn to be human in the sense that you and I use that word.....First through his senses and then through language, every child builds his picture of himself.... he gathers generalized impressions about himself (and the world) from how he is treated....The process of building the self-image goes this way: a new reflection, a new experience, or a new bit of growth leads to a new success or failure, which in turn leads to a new or revised statement about the self.

What is self-esteem? It is how a person feels about himself. It is his over-all judgment of himself - how much he likes his particular person. High self-esteem is not a noisy conceit. It is a quiet sense of self-respect, a feeling of self-worth. When you have it deep inside, you're glad, you're you. Conceit is but whitewash to cover low self-esteem. With high self-esteem you don't waste time and energy impressing others; you already know you have value.

Enhancing Self-Concept in Early Childhood by Shirley Samuels

An individual who has high self-esteem respects herself and considers herself worth, feels competent and has a sense of belonging. If her self-esteem is low, she lacks respect for the self and believes she is incapable, insignificant, unsuccessful and unworthy.

Self-Esteem: A Family Affair by Jean Clarke

Self-esteem is the assessment of the extent to which one is lovable and capable. Self-esteem is nourished by recognizing one's own loveableness and capabilites and by being recognized as lovable and capable by other people. It is the responsibility of adults to model self-esteem for children by keeping their own (the adult's) self-esteem high.

Peoplemaking by Virginia Satir

Happily it is possible to raise anyone's pot (self-esteem), no matter what his age. Since the feeling of worth has been learned, it can be unlearned, and something new can be learned in its place. The possibility for this learning lasts from birth to death, so it is never too late. At any point in a person's life he can begin to feel better about himself.

Developed by C. R. Nirenstein and M. H. Jones.

Handout B2

SELF-CONCEPT LEADS TO A SENSE OF SELF-ESTEEM

The Components of Self-Concept Are:

KNOWLEDGE	"I am......"	Facts I know about myself: my age, sex, job, family
EXPECTATIONS	"I could be......"	My ideal image of myself, source of internal pressures
STANDARDS	"I should be....."	Other people's ideal image of me, source of external pressures

These Components Lead to Self-Esteem:

Self-esteem is the result of a comparison between our Knowledge of ourselves and the Expectations and Standards we have for ourselves.

If there is too much difference between what we know about ourselves and what we expect of ourselves, our self-esteem will be low and we will have more feelings of failure.

An example: If I think I should be able to be in top physical condition, but I know that I am not exercising and my body is flabby, I will not feel good about my body and myself and my sense of self-esteem will be low.

If what we know about ourselves and what we expect of ourselves is fairly close, our self-esteem will be high and we will have more feelings of success.

Developed by C. R. Nirenstein and M. H. Jones.

Exercise B3

MY SELF-CONCEPT AND SENSE OF SELF-ESTEEM

Six of the areas in which we can develop a self-concept and a sense of self-esteem are listed below. Rate yourself on a continuum of LOW (Maybe I should work on this) to HIGH (I feel good about this).

1. FAMILY - I am glad I am part of my family. I enjoy being with them. We have a good relationship.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

2. OCCUPATIONAL - I feel good about my job. I usually do the best I can at work. I think what I do is important. I look forward to going to work.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

3. SOCIAL - I feel good about my friends and take time for social activities. My friends enjoy being with me too. We provide a support system for each other.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

4. SPIRITUAL - I know what I believe and take time for spiritual growth. My faith gives meaning and support to my life.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

5. PHYSICAL - I feel good about my body. I take good care of my body, exercise, good food, medical and dental attention.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

6. INTELLECTUAL/CREATIVE/SPECIAL INTERESTS - I take time for personal growth and the development and use of skills that interest me.

   LOW 1 2 3 4 5 6 7 8 9 10 HIGH

Developed by M. H. Jones and C. R. Nirenstein.

Exercise B4

THINKING ABOUT HIGH-POT AND LOW-POT

Virginia Satir presents self-esteem in the image of a "pot." A "high-pot" person is someone whose pot is full and has lots of feelings of self-worth. A "low-pot" person is someone whose pot level is low and does not have a good feeling os self-worth. We all have experiences that are pot-filling and pot-draining.

1. Think about a "pot-draining" experience, either home or work related. You did not feel good about yourself and your pot level was low. Briefly describe the experience and some of your feelings.

2. Think about a "pot filling" experience, either home or work related. You felt good about yourself and your pot level was high. Briefly describe the experience and some of your feelings.

Developed by C. R. Nirenstein and M. H. Jones.

Exercise B5

FEELING LOVABLE AND CAPABLE

Do I feel Lovable and/or Capable when. . . . .

I am surprised with something nice? When I am surprised by nice, I feel lovable.

I feel appreciated? When I am appreciated I feel capable.

People laugh at my jokes?

I think of how my children are turning out?

I think my needs are no;t being recognized?

I make a mistake and it's pointed out to me?

I am being held by someone I love?

Someone is late and I had to wait?

I try to convince someone of something and they won't accept it?

I feel that my feelings are being rejected?

I am praised or complimented?

I think that I am being judged?

Someone becomes angry with me?

I am buying a gift for someone special?

When someone smiles at me?

When someone interrupts me in conversation?

When I am in competition, like cards or games?

When I think I have hurt other's feelings?

When I am apologized to?

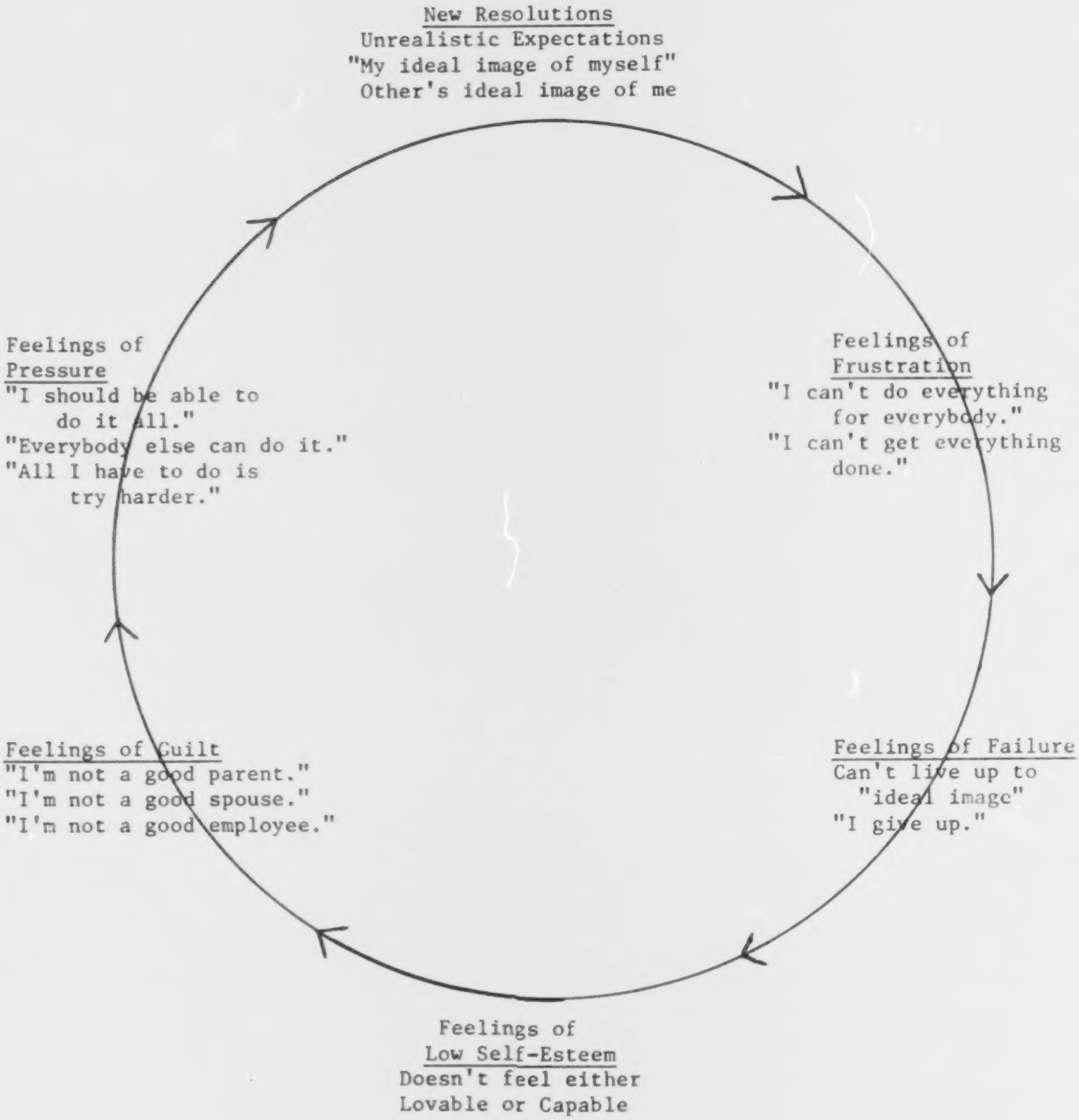
When I hear that others have talked favorably about me?

When I am asked to help someone else?

When I have finished a big project?

Developed by M. H. Jones and C. R. Nirenstein.

SELF-ESTEEM MERRY-GO-ROUND



New Resolutions
Unrealistic Expectations
"My ideal image of myself"
Other's ideal image of me

Feelings of Frustration
"I can't do everything for everybody."
"I can't get everything done."

Feelings of Failure
Can't live up to "ideal image"
"I give up."

Feelings of Low Self-Esteem
Doesn't feel either Lovable or Capable

Feelings of Guilt
"I'm not a good parent."
"I'm not a good spouse."
"I'm not a good employee."

Feelings of Pressure
"I should be able to do it all."
"Everybody else can do it."
"All I have to do is try harder."

This Merry-Go-Round can become a self-perpetuating cycle.

Developed by M. H. Jones and C. R. Nirenstein.

Handout B7

SUGGESTIONS FOR GETTING OFF THE SELF-ESTEEM MERRY-GO-ROUND

How Can You Make Them Work in Your Family?

1. Recognize the positive aspect, both for yourself and other family members, of accepting your inability to do everything.

   Example: If you do not make yourself responsible for doing all the laundry, your spouse and children may learn how to run a washer and dryer, contributing to their independent living skills.

2. Learn to give up some of your power and control.

   Example: The lawn does not have to be mowed in a diagonal pattern the way you prefer doing it.

3. Encourage other parent or other family member to experience the joy and reward of spending time with the children.

   Example: An older brother or sister or a grandparent is also capable of playing a game or helping with homework and can also derive pleasure from the experience.

4. Change the expectations you have for yourself.

   Example: It may be a good trade-off to pay someone to fix the car rather than have the frustration and energy drain of trying to do something you aren't experienced at.

5. Evaluate expectations others have for you.

   Example: Your daughter or son may want you to lead a Scout troup, but it may be better for you to limit your help to occasional camping trips rather than weekly meetings.

Developed by M. H. Jones and C. R. Nirenstein.

Handout B8

Some of the Things You May Feel Guilty About

* Leaving your child in outside child care
* Missing your child in the middle of a business meeting
* Not missing your child at all
* Forgetting to buy a birthday present for your child to take to a party
* Watching T.V. when you should be making a four course meal
* Falling asleep at a school parent meeting
* Your child's toes hurting in the shoes because you haven't had time to buy new ones
* Being too tired for sex
* Not having clean table linens when your mother comes to dinner
* Not having made the beds in two weeks
* Going in to work when your child lies in bed with a temperature of 102°

Add yours:

Material drawn from: The Working Mother's Handbook, Norris and Miller.

"PLAIN TALK" about feelings of GUILT

NATIONAL INSTITUTE OF MENTAL HEALTH Plain Talk Series, Division of Scientific and Public Information Hilda Fried, Editor

- You have a thousand excuses for not visiting your parents at the nursing home. You're not sure why.
- You spanked your child a week ago. It still upsets you.
- As a teenager, you kept the money you should have put in the church collection plate. Now you have nightmares.

• THE WIFE OF A SUCCESSFUL ST. LOUIS ACCOUNTANT, ON vacation with her husband and another couple, was dining in a Canadian chateau overlooking the Pacific. There was much laughter and talk of the fascinating places they had seen and planned to visit. Suddenly the woman burst into tears and rushed from the room. From that moment, the rest of the trip was spoiled for her.

Guilt was the uninvited guest. In the midst of the evening's gaiety, she suddenly remembered her widowed mother who had worked hard all of her life and had died penniless 15 years before. Why should I deserve such happiness, she thought, when my mother never had any at all?

• In Los Angeles, the marriage of a strikingly beautiful 32-year-old mother and her lawyer-husband ended in divorce after ten years. The legal papers said "mental cruelty" but they both knew the real reason was her sexual coldness.

Yet there was another, deeper layer. Two years before their marriage, during a relationship with another man, she had become pregnant and undergone an abortion—but she never told her husband about it. Guilt over an act she considered deeply shameful, worsened by harboring a secret she felt he should know, made her feel unworthy of him. She was unable to respond freely and joyously to his lovemaking. Quarrels erupted that in time eroded the foundation of their union.

• Conscience-stricken because he had shot and killed a bird in a meadow, a 12-year-old boy hanged himself. "I killed myself on account of me shooting a redbird," he wrote in a note to his parents.

Incidents such as these may seem unusual, perhaps bizarre, but experts in human behavior report they are only too typical. For nobody knows how much suffering, and even tragedy, has been triggered by needless feelings of guilt, one of the commonest—yet most powerful—emotions that rules our lives.

Smoldering within the labyrinth of the mind, unjustified, excessive guilt can sour our enjoyment of living, hobble our social and business lives, worry, dishearten and humiliate us. It can cause fears and anxieties that, in turn, can bring on a whole galaxy of emotional ills, from chronic fatigue to such self-punishing conditions as sexual frigidity and drug addiction. Full-blown, needless guilt can erupt in self-loathing so bitter that it can torment a person to the point of suicide.

Dr. Herbert M. Adler, associate professor of psychiatry at Hahnemann Medical College in Philadelphia, calls guilt "central" to human existence but adds: "When it runs amok inside, it can—quite literally—paralyze us, making us totally unable to function as human beings."

But if guilt has a bad side, it is crucial to understand that it has a good face, too. In its simplest form, it is the realization of and sorrow over having done something morally, socially or ethically wrong. "Guilt itself is a desirable human emotion," says Dr. Sidney M. Jourard of the University of Florida, "in the sense that it enables us to recognize what we have done wrong, when we have violated our own consciences and the mores of our society."

Adds Dr. Adler: "Most of us have been brought up to believe that all guilt is harmful, unnecessary and should be eradicated. That's as wrong as saying all germs are bad. If we never felt guilt, we would not learn in school, do our jobs properly, obey traffic rules, perform exercises, feed and clothe our children, work for our families, have good relationships with loved ones or live in harmony within our communities or with one another. In short, guilt is our society's regulator."

Perhaps psychologist Allan Fromme of New York says it best: "Guilt feelings are an inevitable accompaniment of the development of our consciences." It is this internal bellwether, ringing out the difference between right and wrong, that is the key factor in all the guilt feelings humankind has experienced over the years, and ever will. Knowing how it works—whether it is justified or whether it has run psychologically off the track like a machine suddenly gone berserk—is crucial.

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In a classic study done some years ago, Harvard University psychologists asked subjects to solve 20 tough problems, placing next to each a booklet containing the answers. The subjects were told they could look at some solutions but not others, then were left alone in the exam room.

At least they thought they were. Actually, the testers watched carefully through a one-way mirror.

Of the 93 persons tested, all college graduates, 46 percent violated orders and peeked, the rest did not. Later, all subjects were asked how they would feel if they had sneaked looks at the prohibited answers.

Fully 75 percent of those who broke the rules said their reaction would be calm indifference. But 84 percent of those who obeyed them replied they would have felt guilty, conscience stricken or ashamed!

And the latter replied so emphatically that the researchers reported they "could hardly escape the conviction that they were describing an emotion that they had often vividly experienced." In other words, the sterner your conscience, and the more vigilantly it monitors your thoughts and actions, the worse you'll feel if you do something you think is wrong.

Clearly, then, knowing how to handle excessive and inappropriate guilt can help us avoid mental suffering, emotionally induced illness and even tragedy. But sometimes powerful guilt feelings are pushed far beneath the layers of our conscious thinking. In such cases, professional help may be needed to help bring them to the surface. Only then, points out Dr. Jourard, can an individual evaluate the validity of his or her guilt reaction and thus attempt to alter it.

How can you learn to penetrate guilt's many disguises? First take a long inward look, seeking the core reason for your feelings. Are you tense because of something you did or failed to do? Have you broken, or thought you have, some deeply held moral or ethical precept? Have you lied, cheated, broken a promise, violated some taboo, hurt somebody? Are you hiding a secret you feel should be told to somebody dear to you?

Next, learn the difference between the rightful and the unreasonable expectations you have of yourself. The individual should ask two key questions, declares Dr. Michael Petite, assistant professor of psychiatry at Georgetown University Medical Center in Washington, D.C. "Why do I feel guilty?" is one, and "Should I feel guilty?" is the other.

At this point, Dr. Petite says, reappraise all the rules that have been set down for you during your lifetime. Take a whole new look at the principles, not created yourself, but prescribed by parents, friends, society and others.

"Develop mind muscle as you sort them out and judge them," says Dr. Petite. "Are they sound, sensible precepts that *you* believe in, or unwarranted and even foolish? Are those taboos you have always been convinced were bad really so dreadful after all? Most important, are those principles realistic and valid for you at your stage of life and relevant in the society in which you now live and work?"

Often, woefully wrong teachings in early childhood remain with us for years, hobbling our behavior. A young husband loved his wife but would seldom kiss her. Understandably, she read his refusal to kiss as a lack of love, and her resentment grew. Yet the answer was simple. Years before, he had been taught by his mother that kissing was immoral. Even though intellectually he no longer accepted the view, he was unable to rid himself of the guilt until he could recognize its cause.

Masturbation, harshly disapproved by many parents, is a prime guilt producer in adulthood. Sexual authorities point out that the practice is not only one of the normal experiences of growing up but hardly abnormal or shameful in adulthood either. Yet many widowed or divorced persons suffer needlessly because of the taboo branded onto them early in life. Dr. Mary S. Calderone, president of the Sex Information and Education Council of the United States, declares that masturbation on the part of the formerly married person with normal sexual desires "fulfills a necessary function." The individual, she says, "must . . . recognize that his or her needs and desires are not abnormal but are part of the everyday behavior of human beings everywhere. He or she must be able to choose maturely a method for meeting these sexual needs and to accept the choice of method in a mature fashion."

Here are some other guidelines to help you distinguish between the reasonable and unreasonable demands you might be making on yourself.

You cannot hope to remain patient and even-tempered toward those you love. "Countless people torment themselves needlessly," declares Dr. Adler, "because they feel hostile and resentful at times toward their children, parents, wives and husbands. Their guilt mounts as they tell themselves 'I must be a bad person to feel this way and there must be something terribly wrong with me.' They aren't and there isn't. For anger directed at those we love is not only normal but inevitable. As long as we can control our anger or discharge it harmlessly, we should not look upon ourselves as unfit parents, children or mates."

Your responsibilities to aging parents may be fewer than you are imposing upon yourself. Guilt resulting from "neglect" of parents is a cliché, the subject of comedians' jokes and at least one bestseller, *Portnoy's Complaint.* Dr. Petite explains that many aging parents, out of the self-centeredness that develops with increasing years, use this guilt to keep their ties with their children closebinding. Likewise, few young couples escape the anguish that results from being unable to give their parents as much time and attention as they did in earlier years.

Although it is hard for aging parents to accept the fact that their children don't need them as they once did, those who insist upon daily visits and other constant attentions must be shown that their attitudes may be unreasonable, says Dr. Petite. Children should visit and help parents out of love, not obligation.

Do what is right for you. The rise of feminism, which is supposed to offer women alternatives, not take them away, has had an unusual backfiring effect. Countless women now feel guilt because they are not in paying, prestigious jobs or working toward them. An organization called the Martha Movement is seeking to ease this collective guilt by reaffirming the value of homemaking as a form of lifework and promoting the idea that women should be able to choose the life that suits *them.* As Jinx Melia, director of the Martha Movement says, "No role should be mandated to a woman."

Perfection is an unattainable ideal. Mistakes will happen, must happen. Berating yourself for errors on the job or at home is a useless exercise. Joseph P. Kennedy, father of the late President, had a reputation for pushing his nine children to win, but he also told them never to feel badly if they tried and failed. "Once you've done your best," he said many times, "the hell with it." It's still good advice.

If you have done something morally or ethically wrong, accept it—and forget it. Apologize if you can, correct the misdeed in whatever way is proper. Say nothing if you will hurt someone else grievously, recognizing that "telling all" is actually asking for punishment to ease your sense of guilt. "One can feel sorry about something without feeling guilty," said the late psychiatrist Dr. Theodor Reik. "A clear understanding of the significance of our misdeeds is emotionally healthier than hopeless misery afterward." Tell yourself you have done it, that it was wrong—and that it's behind you.

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Nobody is born with a conscience. It does not come as standard equipment, like the survival instinct or sex drive. Dr. Sigmund Freud, father of psychiatry, said that babies are "notoriously amoral . . . they have no inhibitions against their pleasure-seeking impulses."

Conscience is planted into them like a seed into clean soil by an "external power"—the most important of which are parents, the first to put the beginnings of this moral sentry into a new human being. To parents falls the task of checking a child's impulses, teaching what is right and what is wrong, making a new member of society aware that he or she must live by its rules.

The demands of the society in which a child is reared also play an important role. So, too, do the traditions of race, nationality and even a neighborhood, which can force him into what psychologists call norms of behavior.

We cannot see conscience change like the curves of our bodies, nor can a doctor view its outlines with any x-ray, but it grows and develops just the same as we learn by teaching, by example and by immersion into a lifestyle.

And, just as surely, guilt grows and develops when we disobey, or think we do, the rules we have absorbed and that we feel must be obeyed.

A New York woman, for example, had been brought up in a strongly religious household in southeastern Kansas where failure to attend church was met with stern disapproval. Now 47, with both parents long gone, she admits she feels powerful pangs of guilt whenever she misses Sunday services. Her conscience, programmed early in life, is sending her a message.

A Philadelphia mother and business woman, taught to brush her teeth nightly, would occasionally fall into bed exhausted after a hard day. Awakening in the middle of the night, she would realize suddenly she had failed to brush. Arising, she'd stumble into the bathroom to ease the discomfort of her deeply ingrained guilt.

Violating our society's edicts, too, can bounce back as guilt feelings even if these edicts are outdated. A young high-school valedictorian from a small Ohio city, reared in an ethnic background that had strict taboos against unmarried sex, was uncomfortable with the more relaxed standards of his new college classmates. After six months of trying to conform to their lifestyle, he failed all his courses. Consultation with the school's psychiatrist disclosed the problem. His early teachings stayed with him and had convinced him he was committing a crime that deserved punishment, so, unconsciously, he chose to fail his classes.

Different cultures place their own imprints upon their people's consciences that, in turn, produce their own, home-grown varieties of guilt. In Japan, for instance, certain forms of behavior are believed to bring deep shame upon their perpetrators, causing them to "lose face." Thus a Japanese man or woman may feel tortured by guilt, driven even to suicide, by actions that a Westerner would hardly consider worrying about.

A fascinating illustration of the curious effect of society upon our feelings of guilt has just been revealed, perhaps unconsciously, by the actress Liv Ullman. In her recently published autobiography, *Changing*, she admits feeling guilty because she could not spend enough time with her growing daughter Linn, now ten. "There were so many demands from the outside," she said in an open letter to the child, "people who wanted part of that time which we should have had together."

She mentions no feelings of guilt, however, at having given birth to Linn out of wedlock during her five-year relationship with the film director Ingmar Bergman. Apparently, in the culture in which Liv was raised, the concept of a mother's responsibility to her children is deeply imbedded, while unmarried motherhood does not carry with it society's strong disapproval.

Some people feel guilt more strongly than others and for less reason. "Some children," explains Dr. Adler, "grow up being accused frequently and inappropriately by parents and family members of 'bad' actions. Shame is drilled into them continually for behavior that is not truly shameful.

"If a parent lays more of a guilt trip on a child than he can tolerate, the youngster tends to go in one of two directions. Unable to live with the guilt, he may rebel and find a refuge in drugs, delinquency or other forms of antisocial behavior. Or the child may grow up loaded with a heavy burden of guilt, deeply convinced that he is a bad, undeserving person."

Then trouble—often serious trouble—can arise. Recently, researchers at the Duke University Medical Center in Durham, North Carolina, surveyed 34 persons who were admitted for attempting suicide. Of this number, 26, or almost 80 percent, had past histories in which guilt—sometimes unconscious, sometimes not—played a prominent role. And according to Dr. Karl A. Menninger, one of the founders of the famed psychiatric clinic in Topeka, Kansas, and a noted authority on the reasons why people take their lives, "Suicide is a combination of hate, rage, revenge, a sense of guilt and a feeling of unbearable frustration." In other words, intense feelings of guilt can often make life literally unbearable.

Take, for example, the case of a young business executive who killed himself two days after he had been promoted to head his company. A psychiatrist who treated him for a short time explains: "For years he had suffered from recurrent depression that was traced to the time when, as a young man, he left home to take a job he desperately wanted. His father had been seriously ill at the time and his family had urged him not to leave. But he went anyway. Two months later, his father died. Ever since, he had felt intense guilt because, unrealistically, he had assumed responsibility for his father's death. At the moment of his greatest success, he felt undeserving and worthless."

Investigators are learning that guilt also plays a significant part in suicide attempts by teenagers and even younger children. Dr. Reginald S. Lourie, past president of the American Academy of Child Psychiatry, studied 40 youngsters aged 3 to 14 who had tried to take their own lives. After intensive interviews, he concluded that one in four were seeking to be punished either for masturbation or because they had wished themselves or someone else dead and could not live with the terrible thoughts.

Yet the influence of parents and other circles in which the child moves is only part of the story. The rest may lie in the still-unlocked mysteries of the mind. Studies are showing that guilt will frequently mask wishes to atone in strange ways. Accident-proneness, for instance, has been traced in some cases to a powerful emotional need to suffer for real or fancied misdeeds. Similarly, a person haunted by a sense of some inexplicable wrongdoing for which he feels an unbearable tension may "confess" to a crime he didn't commit in order to receive the punishment he is convinced he deserves. And many experts believe that the tendency to absorb large doses of guilt may be inherited, like some forms of emotional illness. "Perhaps some day we might find the answer in the genes," says Dr. Adler.

Paradoxically, this baffling and often perverse emotion hits hardest at those with the least reason to be affected by it.

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Guilt is a civilizing force that, when unbridled, can cause much hurt. But with wisdom, fortified by knowledge, this pervasive emotion can be tamed and used to your advantage as you go on with the business of living. ■

BY LESTER DAVID

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Handout B9

"Distinguishing Between Reasonable and Unreasonable Demands"

1. You cannot remain patient and even-tempered toward those you love all the time. Feelings in any relationship are a blend of the positive and negative.

2. Don't jump to the conclusion that your working is the cause of every problem that comes up.

3. Your responsibilities to your aging parents may be fewer than you are imposing on yourself.

4. Do what is right for you. If you REALLY feel guilty or that you are guilty of something. STOP IT.

5. Perfection is an unattainable ideal. It's human nature to "goof-up."

6. If you have done something morally or ethically wrong, accept it - and forget it.

Material drawn from: "Plain Talk About Feelings of Guilt," National Institute of Mental Health.

Handout B10

Alternatives to SHOULDS

* I should have thought of that idea	* I wish I had thought of that idea. (I would like to take credit for it.)
* I should have made the beds this morning.	* I wish I'd chosen to make the beds this morning. (I am responsible for the standards in my home.)
* I ought to be more organized, then I'd be able to find things.	* I prefer to be more organized. (It would be to my advantage.)
* I must remember to make the dental appointments.	* I want to remember to make the dental appointments. (It will help myself and others when I make this choice.)
* I have to get up and get myself going this Monday.	* I choose to get myself going this Monday. (I don't want to pay the penalty for putting things off.)
* I have to say good-bye or I'll be late for work;.	* I'm going to say good-bye because I choose not to be late. (I do not want to pay for the consequences of tardiness.)
* I ought to take more time for myself.	* I wish I chose to take more time for myself. (I accept the responsibility for my choices.)

Material drawn from: Celebrate Yourself, Dorothy Briggs, Doubleday, 1977.

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Handout B11

IDEAS TO KEEP YOU WELL

IDEAS GUARANTEED TO MAKE YOU SICK

1. I must be loved or liked by practically everybody, and if I'm not, it's awful!

2. I must not make errors or do poorly, and if I do, it's terrible.

3. People and events SHOULD BE the way I want them to be.

IDEAS THAT KEEP YOU WELL

1. It's nice to be loved, but without it, I'm still a human being.

2. Doing things well is satisfying, but it's human to make mistakes.

3. People are going to act the way THEY want, not the way I want.

Based on the work of Albert Ellis.

Handout B13

IMPACT OF WORKING MOTHERS OF CHILDREN

1. Effects on school performance: research results are inconclusive and/or contradictory. Evidence doesn't support a strong beneficial or strong negative effect on children's academic performance.

2. Daughters of working mothers tend to be more assertive, independent and active defenders of their rights. (Many girls with full-time mothers are handicapped by over-protection.) They are more likely to choose their mothers as models and as the person they most admire. The female role is seem as not being limited to homemaker. They more often become working mothers themselves.

3. Both sons and daughters agree that both sexes have the ability to be equally competent at most any task (housework and employment included).

4. Sons of working mothers are more apt to acquire independent living skills, i.e. cooking, doing laundry.

5. Degree of satisfaction with what you are doing (homemaking or employment) is the key to positive or negative side effects on children. If you enjoy what you are doing, you are more likely to have good parent/child relationships.

6. Mothers who feel guilty about enjoying their jobs may over-compensate by over-indulging their children. This affects the children's peer relationships and academic performance. This is the only negative result found in the research to date and is not due directly to employment but guilt about employment.

7. The husband of working mothers share more child care responsibilities, their children tend to be more independent and responsible for themselves and there is a strong emphasis on planning things for the family to do together.

8. Many factors contribute to "juvenile delinquency." It is the quality of a mother's care during childhood rather than the time consumed in such care which is of major significance.

9. Non-working mothers who are college graduates may be more disturbed as their children move towards greater independence. They tend to be more over-protective.

10. Children's experience in day-care develops independence. They never lack for playmates or for something to do. A high quality, consistent day-care experience can complement the child's family life.

Adapted from "Impacts of Work on the Family," Joyce Portner, NCFR Monograph, 1978.

Handout B15

BILL OF RIGHTS FOR PARENTS

Dr. Fitzhugh Dodson, author of How To Parent, has suggested the following Bill of Rights for parents:

1. You have the right to your own feelings and the right to express them to your children.
2. You have the right to be the authority in your home.
3. In the hierarchy of family loyalties and priorities, your marriage comes first and your relationship with the children comes second.
4. You have the right to take periodic vacations from being a parent.
5. You have the right to make mistakes in bringing up your children.
6. You have the right to pursue your own career and interests.
7. You have the right to be a fallible, imperfect human being.
8. You have the right to be yourself.

WHAT'S YOUR HURRY?

by K. C. Cole

Nobody wants to let her life slip away in wasted moments. But much of the time we call wasted may be the richest and most productive of all. On the rare occasions when I allow myself a long soak in the tub, I often emerge dripping with ideas. A pointless afternoon poking around town can reap surprising rewards—from etchings to inspirations, and always a replenished store of images, understandings and ideas. The pleasure that lingers afterward is alone well worth the investment. The experience and its memory are well worth the price.

I know a man and woman who many years ago had a long and lovely love affair. When it was over, the woman said: "Boy, was *that* ever a waste of time."

I know men and women with special talents who have forsaken business for the arts or a career for staying home with the kids. And I've heard people call that a "waste," too.

A day—or a year—of doing nothing or doing what we don't ordinarily do gives us a chance to chew our intellectual cud, to quite literally collect our thoughts, to digest ideas, to reflect on how we spend the time we're not wasting. Wasted time, in other words, is often the only time we have to think.

Clearly, there's a crying need for it: I asked a group of working mothers recently when they had time for contemplation. The unanimous reply was "between three and five in the morning." I have written most of my best essays on small slips of shopping-list paper in the kitchen in the middle of the night—the thoughts that didn't have time to surface during the day.

An editor friend walks 22 blocks to work in order to have time "to free-associate." And many women who work at home, for pay or otherwise, envy the long commutes their husbands complain about—time to read and look out the window and dream.

Women, especially, seem to have a hard time accepting the legitimacy of time spent doing anything that doesn't directly relate to a paycheck or a clean child or a cooked meal. "Reading the local newspaper is the one thing I think I'm entitled to," said a full-time housewife with two young children, "finding out what's going on in my little corner of the world. But while I'm reading it, I'm always thinking: I could have had three shirts ironed by now. Somehow, reading time doesn't seem to be allowed."

We would all agree that a man who comes home tired from the office deserves to unwind. Yet a woman tends to regard moments spent on herself as wasted. A successful financial executive finally realized in her 40s that regular exercise and a massage were not frills. "It's often part of a male executive's life to play squash or tennis and then get a massage, which they call a rubdown. I realized I needed this, too, to survive. But you'd be surprised how many women in my position say they'd like to do that, but they can't find the time."

It would be nice to conclude that nothing we do is ever really a waste of time—that every moment we're caught in a traffic jam or watching a dumb TV show is somehow productive. But the truth is that most of us do kill or at least mutilate some of our time. The problem is, what is a waste and what isn't? Few would say that doing a favor for a friend is wasting time, but what about doing a favor for a stranger? There are those who think that sleeping is a waste of time—an idea with which I profoundly disagree. Watching TV or movies is obviously a matter of opinion: As my friend who is both a columnist and a mother said, "If I go to a screening and it's a great movie, I'll feel terrific. If it's lousy, I'll say, was this worth leaving my baby for?"

As someone who spends a great deal of time writing about science, I should know better about what is and is not wasting time. The phrase "idle curiosity" is ominously misconstrued. The most idle brain, any scientist or artist will readily tell you, is often the most fertile ground. Playing around with formulas or paints or phrases is the way that science and art and poetry are made.

Yet the road to success in this country often does not allow time for reflection and experiment. The person who will not work singlemindedly 18 hours a day cannot "hack it" in the corporate or political world. Everything that does not result in measurable productivity is, it seems, a "waste of time."

It may be old hat to point out that the mania to make the most out of time can mean consuming life like fast food, never lingering to savor a fine moment. Perhaps more important, it means we waste a lot more time than we think. Having a child who is clean behind the ears or a large collection of published works does not make one a better mother or a better writer. Only becoming a better person can do that. And that—for this writer and mother at least—is going to mean a lot more (wasted) time out for things like whistling in the dark and tilting at windmills and talking moonshine. ■

FROM "BETWEEN THE LINES: SEARCHING FOR THE SPACE BETWEEN FEMINISM AND FEMININITY AND OTHER TIGHT SPOTS,"
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UNIT IV: STRENGTHENING THE INDIVIDUAL AND THE FAMILY

PART C: FOCUS ON HUMAN DEVELOPMENT

Content

1. Individual Personality and Temperament

2. Human Development:

    a. Erik Erikson's Eight Stages of Man

    b. Adult Development

3. Reading Resources

Objectives

1. a. To explore various differences that make each person a unique individual.

    b. To recognize the differences in personality and temperament in individuals and their impact on behavior.

2. To be aware of theories on social-emotional and adult development and how understanding oneself in these frameworks can help prevent stress and strengthen the individual.

SALLY FORTH
by Greg Howard
MY MOTHER USED TO BAKE THE GREATEST OATMEAL COOKIES WHEN I WAS A BOY... I'D COME RUNNING EVERY TIME SHE...
THEY'RE FOR COMPANY, THEODORE... GO OUTSIDE AND PLAY
© Field Enterprises, Inc., 1982
WHY ARE YOU TALKING LIKE MY MOTHER?
I'M JUST HELPING YOU REMINISCE
howard
9-24

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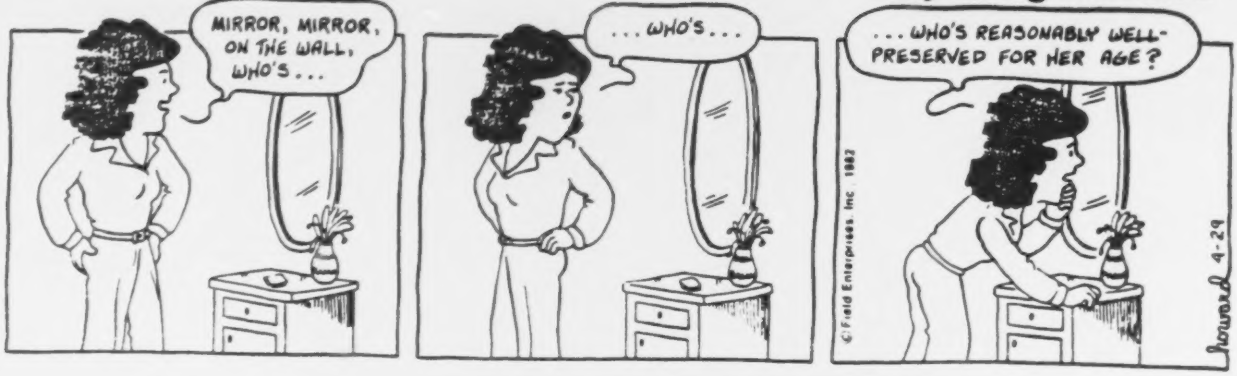
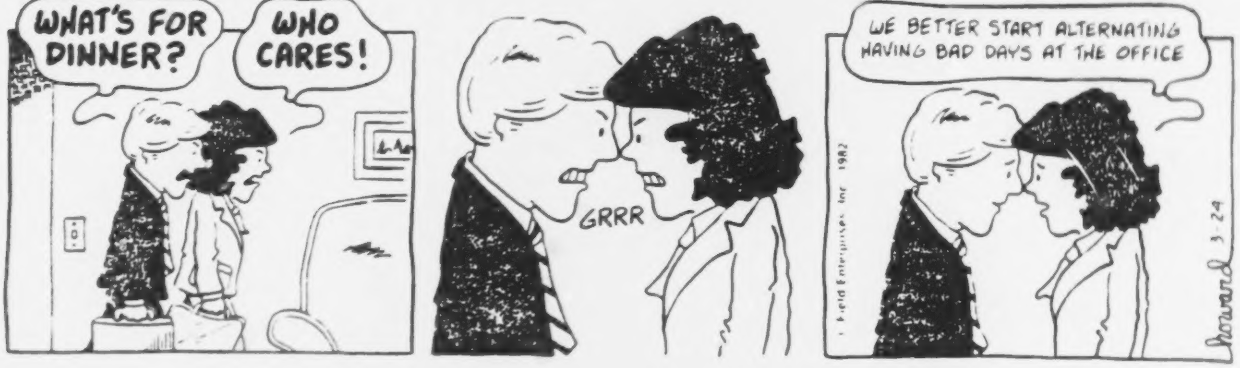
SALLY FORTH

by Greg Howard


MIRROR, MIRROR, ON THE WALL, WHO'S . . .
. . . WHO'S . . .
. . . WHO'S REASONABLY WELL-PRESERVED FOR HER AGE?
© Field Enterprises, Inc. 1982
howard 4-29

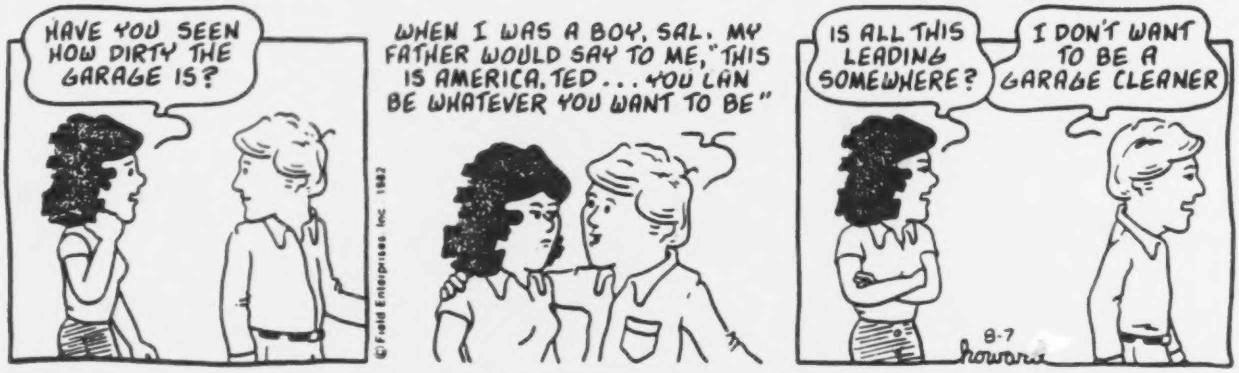
SALLY FORTH

by Greg Howard


WHAT'S FOR DINNER?
WHO CARES!
GRRR
WE BETTER START ALTERNATING HAVING BAD DAYS AT THE OFFICE
© Field Enterprises, Inc. 1982
howard 3-24

SALLY FORTH

by Greg Howard


HAVE YOU SEEN HOW DIRTY THE GARAGE IS?
WHEN I WAS A BOY, SAL. MY FATHER WOULD SAY TO ME, "THIS IS AMERICA, TED . . . YOU CAN BE WHATEVER YOU WANT TO BE"
IS ALL THIS LEADING SOMEWHERE?
I DON'T WANT TO BE A GARAGE CLEANER
© Field Enterprises, Inc. 1982
8-7 howard

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Content

1. Individual Personality and Temperament

Chess, Thomas and Birch have classified individual personality and temperament into nine areas. These nine areas of temperament were determined from a longitudinal study covering ten years and 231 children. These children were followed from infancy to a range in age of three to nine years old. The nine areas are:

1. Activity Level - Active babies were in motion much of the time even in their sleep. Quiet babies would more often lie where they were placed and move little or slowly.

2. Regularity - Some babies were very regular in the time they wanted to eat and sleep and also when they had bowel movements. Some babies were very irregular in the time they wanted to eat and when and for how long they would sleep.

3. Approach or withdrawal as a Characteristic Response to a New Situation - Some babies enjoy their first bath, a new food, new people or places. Some babies react negatively to anything new.

4. Adaptability to Change in Routine - Some babies were very flexible in adjusting to a change in routine. They changed their behavior to fit the pattern the mother wanted. Some babies had a difficult time changing and fussed and cried a great deal. Sometimes they did not adapt at all and the mother would have to fit her behavior to the child's pattern.

5. Level of Sensory Threshold - Some babies had an intense awareness of noise, light, heat and cold, textures, smells and pain, and had a strong reaction to them. Some babies could sleep through noise, bump their head hard and not cry. They had little or no reaction to their clothing being rough or smooth, hot or cold.

6. Positive or Negative Mood - Some babies were usually fussy and irritable. Some babies were usually contented and accepting. Some babies had a more neutral prevailing attitude.

7. Intensity of Response - The amount of energy expressed in behavior, e.g. loud vs soft crying, smiling gently vs. gugling and kicking.

8. Distractibility - The ability to concentrate totally on an activity without being distracted by noise or people passing by. Being willing to be distracted by something other than what they wanted at the moment, e.g. hold off meal time by giving them a toy to play with.

9. Persistence and Attention Span - The ability to continue an activity even when faced with difficulties or interruptions rather than giving up quickly. The ability to focus attention on one activity or task for a long period of time rather than needing to change often.

Although this study was done with children, it is clear that adults also have strong preferences as described above. Adult personality is the result of the interaction between temperamental characteristics and life experiences. These personality differences affect relationships both within a family and at work.

Application

The instructor distributes the exercise and presents the information in Content. As the description from Content is given for each area, group members translate the descriptions of infants into adult characteristics (e.g. Activity Level: Some people want to be on the go all the time and take part in strenuous active sports. Other people prefer to sit quietly and read, play games or watch TV).

Group members mark their names and names of either family members or significant co-workers on the continuum for each area where they think they most generally belong. Responses are shared and group members discuss.

- Are there great differences between you and other family members or significant co-workers?
- Do differences lead to conflict, or do opposite characteristics balance and complement each other?
- Does your individual temperament affect how you prefer to do your work (e.g. alone, in quiet, no interruptions, with frequent breaks, plunge in or think about it awhile)?

Resources

Exercise C1: Temperamental Differences

Content and Exercise adapted from Your Child Is A Person, by Stella Chess, M.D., Alexander Thomas, M.D., and Herbert G. Birch, M.D., New York, Parallax Publishing Co., 1965

Content

2. Human Development

People don't just grow. There is order and purpose to human development. Being able to describe stages of development helps us know what to expect of our children, ourselves, other family members and people we work with.

There are three important ideas about development that we need to consider:

1. Actual ages attached to stages are not set in concrete. Individuals develop at different rates and in different ways. Ages and stages are set up in order to help us think about and see human development more clearly.
2. People are often working on more than one stage at a time.
3. No one accomplishes a developmental stage perfectly or completely.

Erik Erikson's Eight Stages of Man presents a theory of individual social and emotional development. It describes developmental tasks beginning with infancy and continuing through to the end of life. The eight states and developmental tasks are:

1. Infancy - A sense of Basic Trust
2. Toddlerhood (15 months - 2 years) - A sense of Autonomy or Independence
3. Early Childhood (3-5 years) - A sense of Initiative
4. School Age (6-10 years) - A sense of Industry
5. Adolescence (11-18 years) - A sense of Identity
6. Young Adulthood - A sense of Intimacy
7. Middle Adulthood - A sense of Generativity
8. Mature Adulthood or Old Age - A sense of Personal Integrity

Application

- The instructor presents the information in Content as an introduction to the two following activities (Erik Erikson's Eight Stages of Man).

- The instructor lists Erik Erikson's Stages of Man and the developmental task for each (underlined in Content) on the blackboard. The instructor presents a brief overview of the Stages to the group.

Each group member chooses one of the Stages which represents her/his child (infancy, toddlerhood, early childhood, school age, adolescence or young adulthood).

Small groups are formed on the basis of these Stages. The groups consider their children in relation to the appropriate stage using the Handout I and the discussion questions in Exercise I.

Group members can also read and consider the Stage of Adulthood that they are in or consider two Stages if they seem to be in transition from one to the next.

Resources

Handout C2: Erik Eight Erikson's Eight Stages of Man

Exercise C3: Discussion Questions About Erik Erikson's Eight Stages of Man

2b. Adult Development

Information About Theories

Daniel J. Levinson has posed the following questions about adulthood to consider:

1. What does it mean to be an adult?

2. What are the root issues of adult life - the essential problems and satisfactions, the sources of disappointment, grief and fulfillment?

3. Is there an underlying order in the progression of our lives over the adult years, as there is in childhood and adolescence?

There are many criteria people use to decide if they are now an "adult." Some of these standards are:

-- When I'm old enough to get my driver's license
-- When I'm old enough to vote
-- When I get my own apartment
-- When I finish high school/college/vocational training
-- When I'm working full time
-- When I get married
-- When I become a mother/father
-- When I own my own home

Most theorists suggest late adolescence as a time when young people begin to assume adult responsibilities and thereby disengage from their parents and dependence on their support.

Bernice Neugarten has spent many years working on adult development. The information she has gathered expands the brief stages formulated by Erik Erikson in his "Eight Stages of Man." Neugarten elaborates the role of age and timing in adult development. The shift from "time since birth" to "time left to live" influences major changes and perspectives in adult lives.

Daniel Levinson, Roger Gould and George Vaillant have all done studies and formulated similar theories of stages of development in adults. Their work had a narrow focus, concentrating on white middle-class male subjects. Levinson has stated that the differences between male and female adult development was great enough that a separate study needed to be done for women. Some theories have been developed to understand the patterns in the life cycles of the majority of women.

Both men and women need to make choices in their early adulthood concerning occupation, marriage, family, friends, personal values and goals. These choices have a profound effect on the rest of their lives.

It is essential to remember that all development is individual. Theories serve as useful guidelines, but are not meant to set a standard of behavior that people need to or should conform to.

Application

The instructor asks group members to share at what age or what experience or event in their lives made them feel that they were now an adult.

A list can be made on a blackboard and the instructor can make suggestions from the list in Content.

The instructor presents a brief overview of adult development. The handouts listed under Resources can be distributed to the group members or used by the instructor.

Note to Instructor: It is recommended that the instructor do some reading about adult development before presenting this lesson. A very good brief overview is found in the following publications (see Bibliography for complete citation):

- The American Modern College
  Chapter I - "The Life Cycle"
  Chapter II - "Women's Educational Needs" (includes information on women's life cycle and developmental stages)

- Adult Development and Approaches to Learning
- Women and Sex Roles
  Chapter 9 - "Women's Adult Development"

- Passages
  Chapter 15 - "Men's Life Patterns"
  Chapter 16 - "Women's Life Patterns"

Resources

Handout C4: Typical Life Changes from Bernice Neugarten

Handout C5: Patterns in a Woman's Life Cycle, adapted from Gail Sheehy and Jessie Bernard

Handout C6: Eras in the Male Life Cycle, from Adult Development and Approaches to Learning, H. Lasker et al, U.S. Department of Education, 1980

Article C7: "A Map to Middle Life," Newsweek, March 6, 1978

Article C8: "New Light on Adult Life Cycles," Time, April 28, 1975

THE COHORT EFFECT

A "cohort" is a group of people born at about the same time, e.g. in 1925 or between 1925 and 1935. This group of people, or cohort, moves through the life span together. Young people entering adulthood today face the same choices to be made and the same events or a life span that their parents and grandparents faced. But because the world and the society in which they are coming of age is different, they have a different perspective on life. Their attitudes and values are different. In addition, in adolescence and young adulthood the cohort group wields more influence over choices made than parents do. Any parent of teenagers can attest to this peer influence.

One of the more visible examples of the differences between attitudes of cohort groups is the attitude toward work. People who experienced the Depression of the 1930's, either as children or as adults, view work mainly as a means to provide the necessities of life such as food, clothing and shelter. Adults who spent their childhood in the more affluent post World War II years more often have the attitude that work is meant to fulfill your sense of self and to reach your potential as as person.

Another important difference in cohort groups is their size. The cohort born in the 1930's is the smallest group now living. The group born after World War II, when the men returned from war and formed new families, has been called the "Baby Boom." This large bulge in the population is now moving through their adult years. When the 1930's cohort reached adulthood the economy was growing and employment opportunities for men were great, while most women remained at home to fill the wife and mother role. The Baby Boom cohort is facing a different king of economy and most the women need to work to provide additional income for the family. In the case of increased numbers of single parents, they need to work to provide the only income for the family.

Being aware of the cohort effects for out parents and our children can help us understand the reasons for some of their attitudes and values and lead to better relationships with them. This can also be true for our employers and co-workers.

Application

The instructor presents the information in Content to the group.

Group members are divided into small groups representing cohorts to discuss the handout. Cohorts can be based on the birth years within 10 year periods of time beginning with 1920-1930 or 1925-1935.

The following list of events can be put on a blackboard to help cohorts recognize some significant events. Group members can also add to the list.

1916-1918	World War I
1929	Stock Market Crash
1929-1941	Depression
1941-1945	World War II
1945	Atomic Bomb
1950's	Affluent post World War II years
1950's	Korean War
1950 plus	Television widespread
1957	Sputnik
1954 plus	Civil Rights
1969	First Man on the Moon
1960's plus	Vietnam War
1970	Re-emergence of Equal Rights for Women
1980 plus	Recession

Resources

Exercise C9: Cohort Effect Exercise

TRANSITIONS

The following information on Transitions, which are the means of moving from one developmental stage to another, is taken from Transitions, Making Sense of Life's Changes by William Bridges. Bridges describes transitions as "the natural process of disorientation and reorientation that makes the turning points of the path of growth. They are the key times in the natural process of self-renewal."

- Transitions may be at different times of life, represent very different changes taking place, caused by either external or internal pressures and be experienced very differently by different people. However, they all have three main similarities:
    - a. The ending of one way of life
    - b. A period of confusion and distress
    - c. The beginning of a new way of life
- A Transition can begin at one place in life, but its effects can reach across all aspects of a person's life. A change in attitude about work may affect other family members and other activities. A change in attitudes about family can affect work. Energy is directed to the area of a person's life that is changing: from work to family or from family to work.
- Transitions take their toll physically as well as mentally, socially and spiritually.
- Two of the most important developmental issues dealt with are:
    - a. In an early transition: the process of changing from a dependent child into a separate independent person who develops a sense of identity and a self-image and the means to fulfill them.
    - b. Then during later transitions when the same self-image and style of fulfilling it hinders growth and the person must grow beyond them.
- Many of life's early transitions are based on what we think our parent's would approve of in selecting the same vocational and/or life style choices our parents made and also on what the expectations of society are. Later transitions are more often based on what we have come to know about ourselves and what we ourselves really want.

Three things are demanded of people in the second half of life:

- a. To unlearn the style used to deal with the world as a young adult.
- b. To resist the temptation to abandon continued development.
- c. To recognize that it will take real effort to continue to grow.

The media has paid a lot of attention to people who have drastically changed their lives through a transition time, especially the "mid-life crisis." It is important to realize two things about a transition time when we reevaluate out life goals, relationships and values:

a. A "crisis" does not always occur according to the charts. All people have their own individual rhythm of life.
b. It may not be a "crisis" but a quiet time of reflection. resulting in a recommitment to the way of life that was already valued with some adjustments for new appreciation for the vocation and for personal relationships.

WOMEN'S "ROLE" TRANSITIONS

Women's adult lives usually contain many "role" transitions, while men more often assume marital and work roles that remain constant through life. A woman may begin by working, then marry and assume the role of wife. The role of mother is assumed with the birth of children. At this time the role of employee is quite often given up. As the children grow, roles in the community may be taken on or either preparation for a new vocation or a return to the workworld. As the children leave home, the day-to-day role of mother is lost.

These changing role patterns require that a woman continually reorganize her life and adapt to new required behaviors. Several ways to reduce the stress accompanying these many transitions are suggested in Women and Sex Roles:

- The person may have, through previous life experiences, developed skills or techniques in adapting to change. A person who can be flexible may find transitions easier.

- By seeking and using available support systems, e.g. job training program, childbirth and parenting classes, pre-marriage courses.

- By informally seeking information from others, e.g. parents, friends, co-workers.

- By adding more stages to the transition, e.g. if the transition is from home to work, it may be helpful to work part-time and then full-time.

- By developing more than one role that is valued, e.g. if a person has a good marital relationship and a vocation, the loss of the role of parent when children leave home won't be as difficult.

The loss of a valued role is often more difficult than the addition of a new role to a group of already established roles. In addition, if the loss is caused by external factors, e.g. being laid off from a job rather than leaving because you want to, the transition time may be more difficult.

These coping strategies are equally helpful for men.

Application

- The instructor presents a brief overview of Transitions using the information in Content.
- Group members complete the Handout, My Life Transitions, and discuss some of their responses. The instructor can use some of the following questions to stimulate discussion:
  - a. Were any of your decisions about making transitions in your life influenced by your parents:
    - --You did what you parents approve? (e.g. go to college, get a job)
    - --You did what your parents themselves had done? (e.g. a certain vocation, where you chose to live)
    - --You consciously decided to be different than your parents? (a different vocation, stay single)
  - b. Were any of your decisions about making transitions based on what society expects? (e.g. women become nurses or teachers, men become doctors or truck drivers)
  - c. Were any of your decisions based on what seemed the right thing to do at your age or stage in life? (e.g. have children by a certain age)
  - d. Did any of your transitions fulfill your own personal choices rather than parents or society?
    - --Did the knowledge about yourself necessary to make this kind of choice come only over time and/or when you were older?
  - e. What were some of the things that helped you cope with stress during the time of transition? (The instructor can make a list of responses on the board)

Resources

Exercise C10: My Life Transitions, adapted from Transitions, by William Bridges.

3. Reading Resources

Adult Development

Bridges, William. Transitions, Makings Sense of Life's Changes, Reading, Massachusetts, Addison-Wesley Publishing Co., 1980.

Brill, Peter I., M.D. and John P. Hayes. Taming Your Turmoil, Managing The Transitions of Adult Life, Prentice Hall. Inc., New Jersey, 1981.

Chickering, Arthur W. and Associates. The Modern American College, San Francisco, Jossey-Bass Publishers, 1981.

Erickson, Erik, Childhood and Society, New York, W. W. Norton and Company, 1964.

Frieze, Irene H., et al. Women and Sex Roles, New York, W. W. Norton and Company, 1978.

Gould, Roger L., M.D. Transformations, Growth and Change in Adult Life, New York, Simon and Schuster, 1978.

Kimmel, Douglas C. Adulthood and Aging, New York, John Wiley & Sons, Inc. 1974, 2nd Edition.

Lasker, Harry, James Moore, Edwin L. Simpson. Adult Development and Approaches to Learning, The National Institute of Education, U.S. Department of Education, Washington D.C., 1980. (available at libraries or for sale from Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402)

Levinson, Daniel J. The Seasons of a Man's Life, New York, Knopf, 1978.

Sheehy, Gail. Passages, Predictable Crises of Adult Life, New York, E. P. Dutton & Co., Inc., 1974.

Sheehy, Gail. Pathfinders, Morrow, 1981.

Vaillant, George. Adaptation to Life.

Unit IV

EXERCISE CI
TEMPERAMENTAL DIFFERENCES

Chess, Thomas and Birch have classified temperamental differences into nine areas. Mark your name on the continuum for each area where you think you most generally belong. Then place the names of either other family members or significant co-workers on the continuum.

1. ACTIVITY LEVEL
   Constant Motion --Move little or slowly

2. REGULARITY
   Stable patterns of behavior --No schedule or routine

3. APPROACH OR WITHDRAWAL AS RESPONSE TO NEW SITUATION
   Distress at unfamiliar --Plunge in spontaneously

4. ADAPTABILITY TO CHANGE IN ROUTINE
   Rigid and inability to shift patterns --Flexible and ease in change

5. LEVEL OF SENSORY THRESHOLD
   No reaction or placid acceptance --Intense awareness and non-acceptance

6. POSITIVE OR NEGATIVE MOOD
   Usually fussy and irritable --Usually contented and accepting

7. INTENSITY OF RESPONSE
   Exuberant with high level of energy --Quiet with low level of energy

8. DISTRACTIBILITY
   Total ability to concentrate --Distracted by minor intrusions

9. PERSISTANCE AND ATTENTION SPAN
   Pursue & goal despite obstacles Stay with activity until finished --Quit when obstacles appear Leave & return to an activity often

Adapted by M. Jones and C. Nirensten from S. Chess M.D., A. Thomas M.D., and H. Birch M.D., Your Child is a Person, New York, Parallax Publishing Company, 1965.

HANDOUT C2

ERIK ERIKSON'S EIGHT STAGES OF MAN

1.	INFANCY Develop a sense of Trust vs Mistrust	During infancy a baby needs to gain a sense of BASIC TRUST of being in the world and with people. These very dependent babies need to know that they will be cared for and loved, that when they are experiencing strong feelings, another person will notice them, will comfort them by saying "It's OK." We teach babies this kind of physical and emotional security by holding and touching them, by clothing and feeding them, by talking to them and answering their calls, by playing with them, by providing for them safe and bright surroundings. Babies are not "spoiled" by all this attention. They need to be showered with this kind of affection in order to learn that, basically, there are people who care and that they can count on.
2.	TODDLERHOOD (15 mos. - 2 1/2 yrs) Develop a sense of Autonomy or Independence vs Shame and Doubt	These young gad-abouts are true explorers working endlessly to gain a sense of AUTONOMY OR INDEPENDENCE. Young toddlers want to be able to say, "I am my own person and I can make my own actions in the world." Toddlers cannot think beyond themselves or be able to take another person's point of view. Their self-centered world "happens" to them, and "because" of them. We need to regard toddlers not as selfish, but as someone who is able to see the world from their eyes only. We also help toddlers with developing their autonomy or independence by encouraging them (e.g. becoming toilet trained), by providing them safe areas to explore (blocks, a yard) by allowing them simple choices (how many peas) and by giving them some realistic limits ("NO").
3.	EARLY CHILDHOOD (3-5 years) Develop a Sense of Initiative vs Guilt	Young children spend time trying to put their world in order through discovering on their own all its aspects (they are better able now to view other people as separate from themselves and to take their point of view). They are learning how people and places and things are both alike and different through working on the task of developing INITIATIVE. For young

children, every piece of the world is to be "found out" so Discovery is their byword for learning about other people, how things work and what nature is like. We help pre-schoolers develop INITIATIVE for "finding" out by providing new and varied experiences for them with other people, with nature and with things. We share our thoughts and feelings with them and listen to them.

4. SCHOOL AGE
6-10 years)

Develop a Sense of Industry

vs

Inferiority

School age kids work hard on their expanding world in order to be the unique individual that they can be. We call this task developing INDUSTRY and it is during this stage when children develop lasting skills of using symbols (reading and numbers), of problem solving, of getting along with others. Development of particular talents and interests are important here as they encourage as many distinguishing features of being oneself as possible. We encourage school age children to develop INDUSTRY by sharing our personal resources (information and skills) with them and by demonstrating a sense of respect for rules that we have in our society for getting along with others whether they be for games or for law and order. In this way a child learns to make room for others' needs and to make use of others' ideas.

5. ADOLESCENCE

Develop a Sense of Identity

vs

Identity Confusion

Early Adolescence
(11-14 years)

Young teens are working on a developmental task that lasts throughout their teen years and even into young adulthood - IDENTITY. Physical changes are distinct and rapid in these years and feelings are affected by this new emerging sexually maturing self. Being one of the "gang" is an important way of feeling secure in this period. Standing up against the old authority" of adults is a way of trying out a new found sense of power. Thoughts about one's future become important as membership in the adult world becomes a near reality. Adults help young teens by serving as resource persons for vocational, sexual, social information, by respectfully including teens in the making of major decisions, in expanding their areas for personal decision making and problem solving.

Late Adolescence
(15-18 years)

The task of IDENTITY for the older teen becomes more self-identity than group or approval-by-others identity. Intellectually and physically older teens are virtually adults with lots of work to do in acquiring a personal and mature value system, in focusing on a vocational direction, in accepting an increasing number of adult roles and in relating to adults on their "level." Adults continue to help late adolescents by allowing them increased freedom (driving a car, trips, dating), by sharing their own feelings and thoughts about marriage, work, sex, and by offering them more opportunities to be and work with other adults.

6. YOUNG ADULTHOOD

Develop a Sense of Intimacy

vs

Isolation

When young people feel secure in being who they are (Identity), then they are able and wanting to include in their life experience another person outside of their family of birth with whom they can feel very close. Young adults are, in other words, working on INTIMACY. Closeness with a person outside one's family grows from an increased number of shared experiences and also in trying out ways of having basic needs met apart from the family (love, security, recognition, as well as the provision of food, clothing and shelter). This adult kind of love relationship requires both giving to another as well as receiving from another.

7. MIDDLE ADULTHOOD

Develop a Sense of Generativity

vs

Self Absorption

Persons who are feeling fairly comfortable with who they are and supported by at least one intimate relationship become increasingly interested in showing themselves and others what they can do with who they are - this is called GENERATIVITY and it is a task that requires continuing work during most of adult life. It involves personal satisfaction in parenting children who will be the adults of the next generation. Generativity involves feeling fruitful about the worth of one's

		life be it in parenthood or a job or career, about one's contributions to a community, about one's relationship to neighbors and friends. In whatever its form, generativity contributes to the "worth-whileness" of one's life and gives a mature meaning to believing "I'm OK" and is a further development of one's identity.
8.	MATURE ADULTHOOD or OLD AGE Develop a Sense of Personal Integrity vs Despair and Disgust	How people feel about parenting, how satisfied people are with their choice of job and their realization (or not) of life goals all influence an adult's sense of identity in middle age. Upon retirement, another kind of identity must be established, especially for those persons who saw themselves as "all job." The identity changes during the decades of later adulthood all require a dedication to being true to oneself as well as a faith that who one is, is OK. Somewhere in the years of adult life each person also has to deal with the realistic fact that his life has both a beginning and an ending. The very ideas of both life and death are full of unknowns to every society. It is the task, then, of every individual to develop a PERSONAL INTEGRITY based on acceptance of unknowns and on faith that one's unique person, the Self, was created for a "reason," will live a particular life, and die for a "reason." It is through the development of one's Self in all the preceding stages that such a point of view of one's place in the world is even possible.

Adapted by: M. Jones Based on materials written by: Barbara Beatt

Exercise C3

DISCUSSION QUESTIONS ABOUT ERIK ERIKSON'S EIGHT STAGES OF MAN

1. In what ways does this describe or not describe your child?

2. In what ways can you support your child's development at this age and stage?

3. Often behavior is a sign that a child is growing and developing and often makes life difficult for parents. How can you as a parent cope with behavior that is both positive (is a sign of growth) and negative (is disturbing the family)?

4. Does the particular stage your child is in make your worklife easier or more difficult? Can any of the developmental tasks your child is working on be used to advantage (such as striving for independence)?

Developed by: C. Nirenstein and M. Jones

Handout C4
TYPICAL LIFE CHANGES

(Bernice Neugarten - 1968, 1970, 1977)

AGE: 15 20 25 30 35 40 45 50 55 60 65 70 75

Time since birth
Future stretches forth; time to do and see everything; achievement orientation; death is an abstraction.

Time left to live
Time left to live is limited; life tasks must be completed; only enough time to finish a few important things.

Death is no crisis; How and where are important.

Sense of self-determination
One takes the initiative in coping with life. Social personality is established around career development or family life.

Reexamination of self
One takes stock and plans ahead; normal events are not crises if timing is appropriate.

Sense of life cycle and inevitability; One becomes more contemplative and introspective; preoccupation with inner self.

Women:

Average age at marriage

Last child goes to school

Last child leaves home (a transition but not a crisis); menopause (a physical change but not a crisis); increased freedom and home satisfaction.

Children
First Last

Many women work Few women work 40 percent women work - 55 percent of women work

Women care for home and family and play supporting roles outside the home. They tend to be nurturant, concerned with relationships, and conscientious.

Women become more dominant, independent and self-confident. Are more acceptant of their aggressive impulses.

Men:

Men take the lead in economic, civic and social activities, gaining competence, independence & self-confidence. They become stabilized for the period of middle age.

Men become more nurturant and concerned with relationships, both personal relationships, & helping younger people.

Adapted from: A. Chickering, R. Havighurst, "The Life Cycle," The Modern American College, San Francisco, Jossey-Bass Inc., 1981.

Handout C5

PATTERNS IN A WOMAN'S LIFE CYCLE

Two events in a woman's life can affect her vocational life or the scheduling of a vocation: marriage and childbearing. Today far fewer women allow marriage to interfere with their education or job training or with the establishment of a vocation. Childbearing has a much more powerful impact. Choices that women make in their twenties, or even earlier, will affect the pattern of their lives far into the future.

Gail Sheehy in her book Passages describes these choices in the following way:

Caregivers: Women who marry in their early twenties, plan to have children and have no plans to be employed outside the home.

Either-Or: Women who feel they must make a choice in their twenties between marriage and children or vocational achievement. The two patterns are:

1. Nurturer who defers achievement - she chooses to establish a home and family, but intends to pursue a vocation at a later time.
2. Achiever who defers nurturing - she postpones motherhood, and sometimes marriage, until she has prepared for and established a vocation.

Integrators: Women who attempt to establish and combine marriage, motherhood and a vocation in their twenties.

Two additional patterns described by Sheehy are Never-Married Women and Transients.

Jessie Bernard in The Modern American College, 1981, states that a woman's career is contingent on marriage and childbearing and describes possible "Contingency Schedules." These "schedules" include marriage, childbearing, professional training, career, career initiation and career resumption, Some possible schedules are:

A. Marriage, childbearing, professional training, career
B. Marriage, professional training, career initiation childbearing, career resumption
C. Professional training, marriage, childbearing, career
D. Professional training, career initiation, marriage, childbearing, career resumption

Other events, in addition to marriage and planned childbearing, which can affect a woman's life schedule are an unexpected pregnancy, divorce or the death of her husband.

- An unplanned pregnancy may force a woman to interrupt her worklife
- Divorce or death of a husband may force a woman to initiate a worklife or training for a worklife at a time when she had planned to be rearing children or spending time with husband in empty nest stage

In addition, a woman may have planned to have children, but remained childless or have planned to marry, but didn't. These women may work even though it is not their first choice.

"Never-married women" may nurture other children and adults and have a high commitment to work. "Transients" never make a commitment to work or family and may go from job to job. No pattern is described for women who do not marry but do have children, either their own or adopted.

540

Handout C6

ERAS IN THE MALE LIFE CYCLE

According to Daniel J. Levinson, author of *The Seasons of a Man's Life*, every man passes through a sequence of stable and transitional periods, during which he builds, modifies and rebuilds the basic structure of his life. For the men in Levinson's study, transition between eras usually took 4 to 5 years. Stable periods usually lasted from 6 to 7 to at most 10 years.

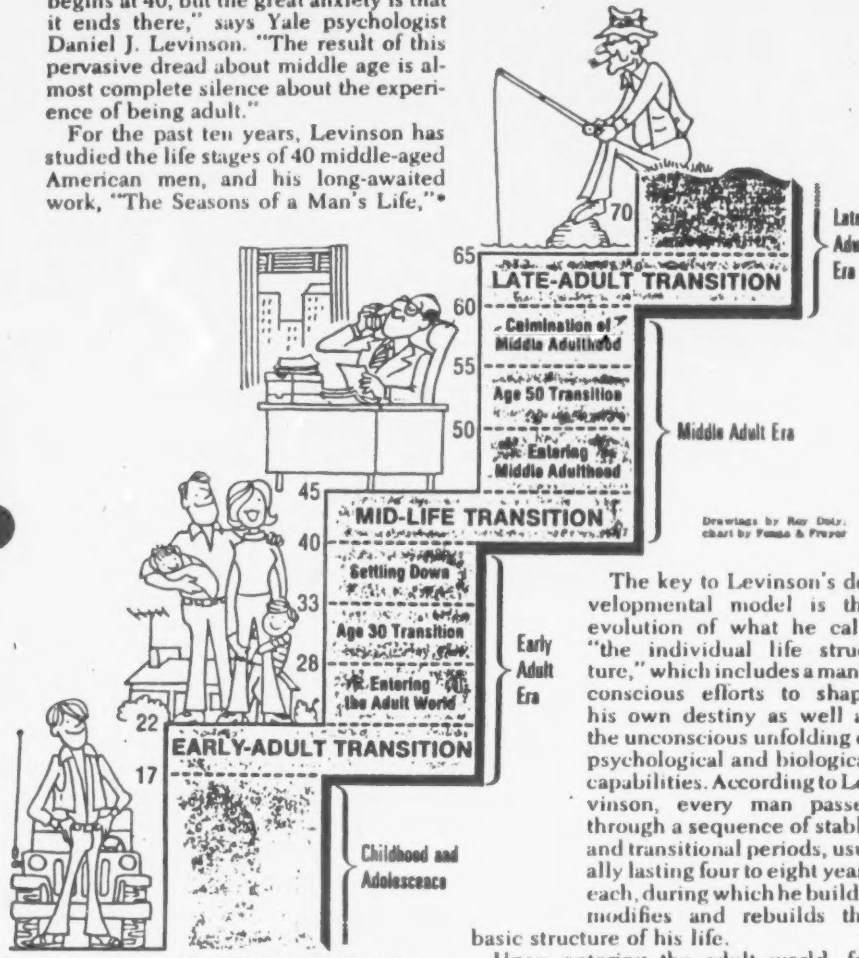
Chronological Age	Developmental Period	Era
less than 17	Childhood and Adolescence	Childhood and Adolescence
17-22	(Early Adult Transition)	
22-28	Entering the Adult World	Early Adulthood
28-33	Age 30 Transition	
33-40	Settling Down	
40-45	(Mid-life Transition)	
45-50	Entering Middle Adulthood	Middle Adulthood
50-55	Age 50 Transition	
55-60	Culmination of Middle Adulthood	
60-65	(Late Adult Transition)	
65 plus		Late Adulthood

Adapted from: H. Lasker, J. Moore, and E. Simpson, *Adult Development and Approaches to Learning*, The National Institute of Education, U.S. Department of Education, Washington, D.C. 1980.

A Map to Middle Life

If romantic poetry celebrates youth, and tragedy is the drama proper to old age, comedy seems particularly appropriate to those middle years of life when grown men grope like adolescents among fading passions, dashed dreams and Death's snickering intimations of mortality. But for most men, the trial of middle age is no laughing matter. "Adults hope that life begins at 40, but the great anxiety is that it ends there," says Yale psychologist Daniel J. Levinson. "The result of this pervasive dread about middle age is almost complete silence about the experience of being adult."

For the past ten years, Levinson has studied the life stages of 40 middle-aged American men, and his long-awaited work, "The Seasons of a Man's Life,"* turns out to be the most ambitious account of the adult life cycle since the classic work of psychoanalyst Erik Erikson a quarter of a century ago. Whereas Erikson focused on unconscious processes in the development of adult identity, Levinson formulates a theory that stresses the conscious choices a man makes about his occupation, marriage and family, friends and life goals. Moreover, he argues that each stage in adult development is linked to age (chart), so that the onset of troublesome transition periods can be reliably anticipated within three years on either side of a man's twentieth, thirtieth, fortieth, fiftieth and sixtieth birthdays.



Drawings by Ray Doty; chart by Fenga & Freyer

From "The Seasons of a Man's Life," by Daniel J. Levinson

Anatomy of the male life cycle: Assuaging fear that there's no life after 40

The key to Levinson's developmental model is the evolution of what he calls "the individual life structure," which includes a man's conscious efforts to shape his own destiny as well as the unconscious unfolding of psychological and biological capabilities. According to Levinson, every man passes through a sequence of stable and transitional periods, usually lasting four to eight years each, during which he builds, modifies and rebuilds the basic structure of his life.

Upon entering the adult world, for instance, the novice must define his personal dream of adult accomplishment, find a mentor to guide him, develop a vocation that will implement that dream and open himself up to new intimate relationships. Typically, Levinson observes, a young man is torn between the desire to keep his options open for further development—in his job or in selecting a wife—and his need to make choices that will give stability to his provisional life structure. For example, if he marries too soon, before he can test out his youthful ambitions, he may come to resent his wife and eventually divorce her for forcing him to betray his dream. In short, says Levinson, the novice adult makes choices by which he creates an inevitably flawed structure to support both his personal wishes and a manageable role in his society.

About the age of 30, Levinson reports, the young adult enters a transitional phase in which he either confirms the choices he has made or sets off in other directions. Of the men in Levinson's study, about 60 per cent experienced moderate to severe crises during Age-30 Transition. The most dissatisfied got divorced, jettisoned their favored career plans or faced the demoralizing realization that they would never climb very high in their own, or society's, eyes. Several novelists went into psychotherapy and at least one biologist abandoned his dream of a Nobel Prize for research while still in his 30s and launched a satisfying new career as an educator.

Disillusionment: After a second period of relative stability, Levinson's men crossed the meridian age of 40 and into Mid-life Transition. By this time, a majority had to face up to the disillusioning fact of life that they would never realize their youthful dreams, and even some of those who *had*, found that it did not bring the magical sense of completeness they had expected. Whatever the catalytic event—or even without one—every man, Levinson insists, faces a mid-life crisis that forces him to appraise his past and prepare for a seemingly uncertain future.

In addition to making external changes in his life, Levinson believes, the middle-aged male must rebuild "the internal aspects" of his life structure. Drawing heavily on the often neglected psychology of Carl Jung, Levinson argues that Mid-life Transition is a period in which a man must consciously shape his own individuality as a mature adult. Primarily, he must redefine himself in relation to youth and old age, seeking new sources of vitality and wonder while relishing the judgment and perspective that come with maturity. He must also acknowledge his own destructive tendencies so that he can find deeper founts of creativity. "To become generative, a man must know how it feels to stagnate," Levinson counsels, "—to have the sense of not growing, of being static, stuck, drying up . . . The capacity to experience, endure and fight against stagnation is an intrinsic aspect of the struggle toward generativity in middle adulthood."

Aim: Though he also describes the crises of later adulthood, Levinson's primary aim is to provide man's middle years with a sense of adventure. Unlike Gail Sheehy's best-selling "Passages," which drew heavily on Levinson's work, the Yale psychologist does not provide a guide for leaping over life's obstacle courses. Instead, he invites adults of all ages to recognize that each season of life requires the building of an appropriate structure, and he encourages middle-agers to assume their proper role as wise and compassionate mentors to the young.

—KENNETH L. WOODWARD

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*In collaboration with Charlotte N. Darrow, Edward B. Klein, Maria H. Levinson and Braxton McKee. 363 pages. *Knopf. $10.95.*

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New Light on Adult Life Cycles

Freud, Spock and Piaget have charted almost every inch of childhood. Psychoanalyst Erik Erikson put the final touches on a convincing map of adolescence. Yet until very recently, most of the charting stopped near the age of 21—as if adults escape any sequence of further development. Now a growing number of researchers are surveying the adult life cycle.

The research so far has been narrow, concentrating largely on white, middle-class American males. But in separate studies, three of the most important life-cycle scholars—Psychiatrist Roger Gould of U.C.L.A., Yale Psychologist Daniel Levinson and Harvard Psychiatrist George Vaillant—have reached some remarkably similar conclusions that add new dimensions to the topography of postadolescent life. The main features:

16-22: LEAVING THE FAMILY. In this period, youthful fantasies about adulthood slowly give way. Young people begin to find their peers useful allies in an effort to break the hold of the family. Peer groups, in turn, tend to impose group beliefs. Emotions are kept under wraps, and friendships are brittle; any disagreement by a friend tends to be viewed as betrayal.

23-28: REACHING OUT. Following Erik Erikson, who found the dominant feature of the 20s to be a search for personal identity and an ability to develop intimacy, Gould, Levinson and Vaillant see this period as an age of reaching toward others. The growing adult is expansive, devoted to mastering the world; he avoids emotional extremes, rarely bothers to analyze commitments. To Levinson, this is a time for "togetherness" in marriage. It is also a time when a man is likely to acquire a mentor—a patron and supporter some eight to 15 years older.

29-34: QUESTIONS, QUESTIONS. All the researchers agree that a crisis generally develops around age 30. Assurance wavers, life begins to look more difficult and painful, and self-reflection churns up new questions: "What is life all about? Why can't I be accepted for what I am, not what others (boss, society, spouse) expect me to be?" An active social life tends to decline during this period. So does marital satisfaction, and the spouse is often viewed as an obstacle instead of an asset. Marriage becomes particularly vulnerable to infidelity and divorce. Vaillant sees a crassness, callowness and materialism at this stage. Levinson detects a wrenching struggle among incompatible drives: for order and stability, for freedom from all restraints, for upward mobility at work. Says he: "If a man doesn't start to settle down by age 34, his chances of forming a reasonably satisfying life structure are quite small."

35-43: MID-LIFE EXPLOSION. Somewhere in this period comes the first emotional awareness that death will come and time is running out. The researchers see this stage as an unstable, explosive time resembling a second adolescence. All values are open to question, and the mid-lifer wonders, is there time to change? The mentor acquired in the mid-20s is cast aside, and the emphasis is on what Levinson calls BOOM—becoming one's own man. Parents are blamed for unresolved personality problems. There is "one last chance to make it big" in one's career. Does all this add up to disaster? Not necessarily. "Mid-life crisis does not appear to portend decay," says Vaillant. "It often heralds a new stage of man." The way out of this turbulent stage, say the researchers, is through what Erikson calls "generativity"—nurturing, teaching and serving others. The successful mid-lifer emerges ready to be a mentor to a younger man.

44-50: SETTLING DOWN. A stable time: the die is cast, decisions must be lived with, and life settles down. There is increasing attention to a few old values and a few friends. Money is less important. Gould sees married people turning to their spouses for sympathy as they once did to their parents. Levinson notes that men tend to have fantasies of young, erotic girls as well as of older, nurturing women—all part of a final attempt to solve childhood problems and cut free from the mother.

AFTER 50: THE MELLOWING. These years are marked by a softening of feelings and relationships, a tendency to avoid emotion-laden issues, a preoccupation with everyday joys, triumphs, irritations. Parents are no longer blamed for personal problems. There is little concern for either past or future.

Like Freud and Erikson, the life-cycle researchers argue that personality disorders arise when, for one reason or another, the orderly march of life stages is disrupted. Vaillant's studies suggest, for instance, that men who fail to achieve an identity in adolescence sometimes sail through life with a happy-go-lucky air, but never achieve intimacy, BOOM or generativity. "They live out their lives like latency boys," he says, not mentally ill, but developmentally retarded at the childhood level.

The researchers' findings are tentative. So far, few minority group members or working class men have been studied, and the data on women is limited. Vaillant believes, however, that the female life pattern is much the same as the male, except that the drive for generativity that appears in men in their late 30s or early 40s may show up a decade earlier in women.

In any event, a thoroughly detailed portrait of adult life is still "many years away," as Gould concedes, and there is much skepticism in the academic world that one will ever appear. Yet the life-cycle researchers are confident that the threatening 30s and the mellowing 50s will some day become as universally accepted as, say, the terrible twos and the noisy nines of childhood.

TIME, APRIL 28, 1975

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Exercise C9

COHORT EFFECT EXERCISE

1. I was born in the year________________

2. Significant events in the world at the time I was growing up were:

3. The effect I think these events had on me and on my cohort are:

4. Significant events and effects for my children's cohort are:

5. Significant events and effects for my parent's cohort are:

6. In what ways can I use knowledge of the Cohort Effect to improve my understanding and my relationships with my family and with my co-workers?

Exercise C[illegible]

[illegible]

William Bridges, in his book *Transitions*, describes transitions as "the natural process of disorientation and reorientation that marks the turning points of the path of growth. [illegible] are the key times in the natural process of self-renewal." The following exercise is suggested in the book.

1. What [illegible] own experience with transitions [illegible] the end of school [illegible] through the present. [illegible] [illegible] into my own apartment, [illegible] apart [illegible] parents.)

   [illegible]

2. [illegible]

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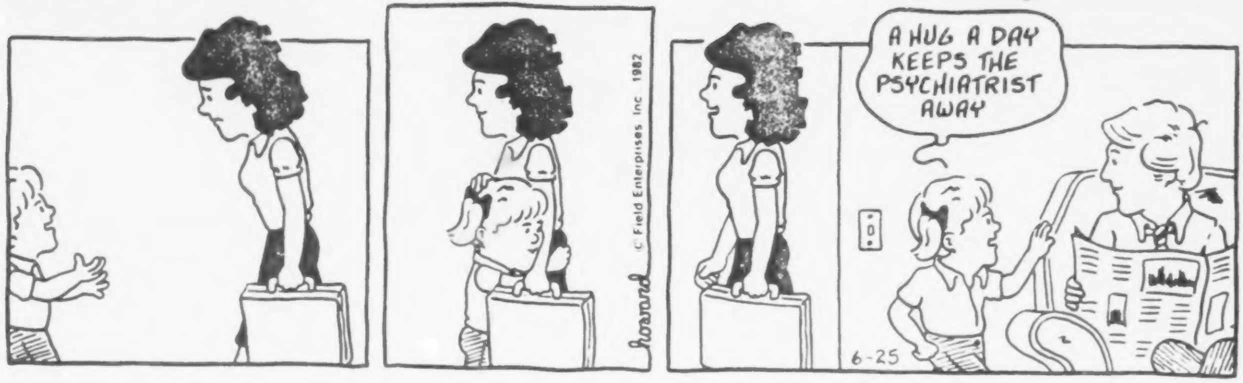
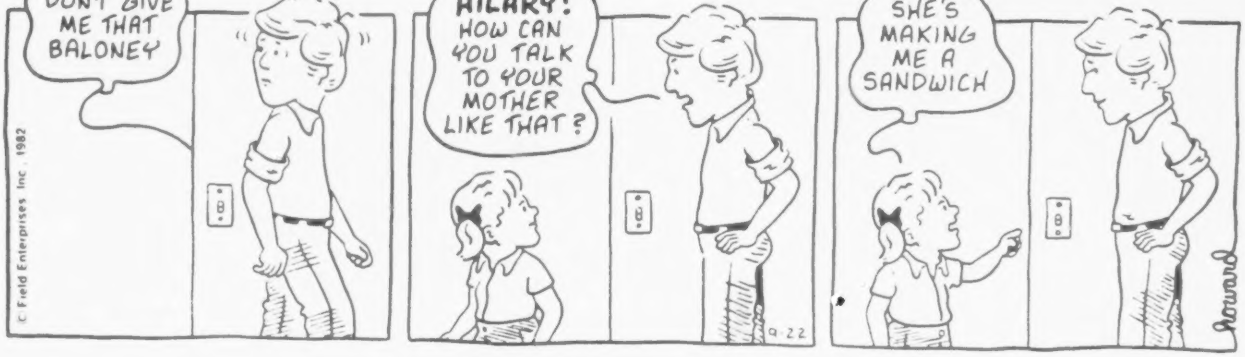
UNIT V

WORKING AND PARENTING

SALLY FORTH by Greg Howard


© Field Enterprises Inc. 1982
howard
A HUG A DAY KEEPS THE PSYCHIATRIST AWAY
6-25

SALLY FORTH by Greg Howard


DON'T GIVE ME THAT BALONEY
© Field Enterprises Inc. 1982
HILARY! HOW CAN YOU TALK TO YOUR MOTHER LIKE THAT?
9-22
SHE'S MAKING ME A SANDWICH
howard

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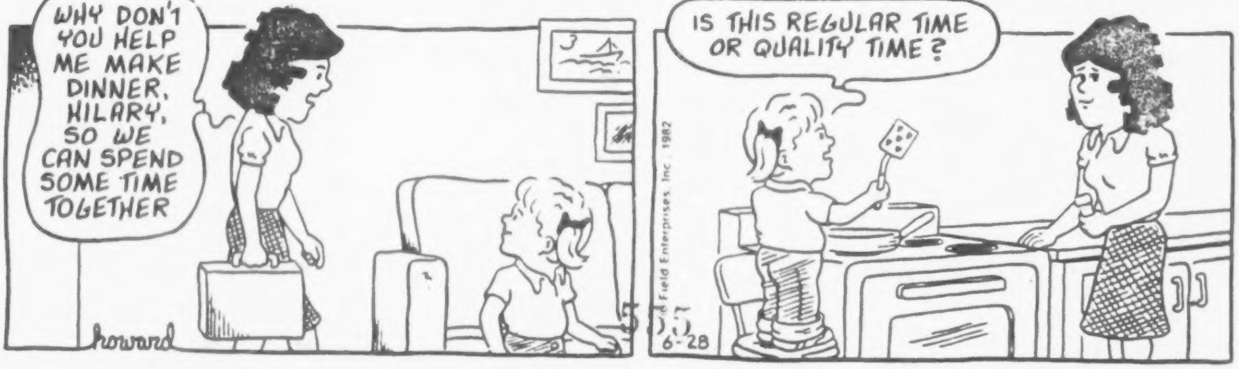
SALLY FORTH by Greg Howard


WHY DON'T YOU HELP ME MAKE DINNER, HILARY, SO WE CAN SPEND SOME TIME TOGETHER
howard
IS THIS REGULAR TIME OR QUALITY TIME?
© Field Enterprises Inc. 1982
6-28

UNIT V: WORKING AND PARENTING

Part A: Child Care Issues

Content

1. Need For and Impact of Day-care
2. Choosing Quality Child Care
3. School Aged Children - Home Alone?
4. Communication with Your Child Care Provider about Discipline and the Business Arrangements.
5. Reading Resources for Parents and Children

Objectives

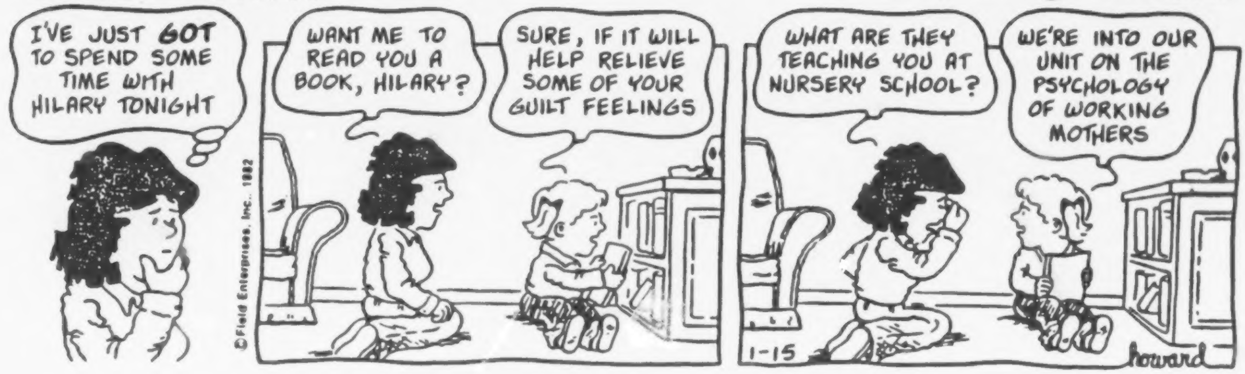
Participants will:

1. Become aware of the pros and cons of day-care.
2. Recognize characteristics of good quality child care and the various options available.
3. a. Be able to evaluate the readiness of a child to stay home alone.

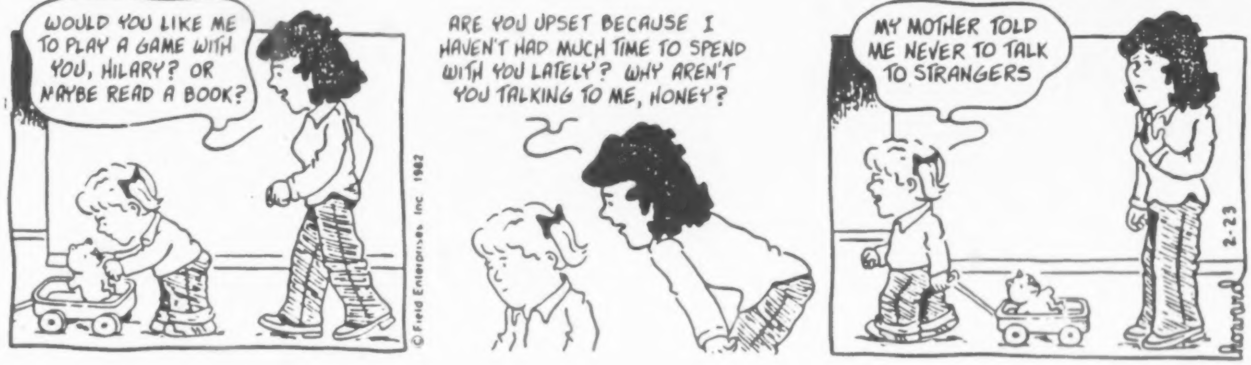
   b. Acquire ideas for reducing the risks of a child staying home alone and for developing the child's self-reliance.
4. a. Be prepared to discuss guidance/discipline issues with the child care provider.

   b. Be prepared to discuss the business arrangements of child care such as money, illness, vacations and hours.

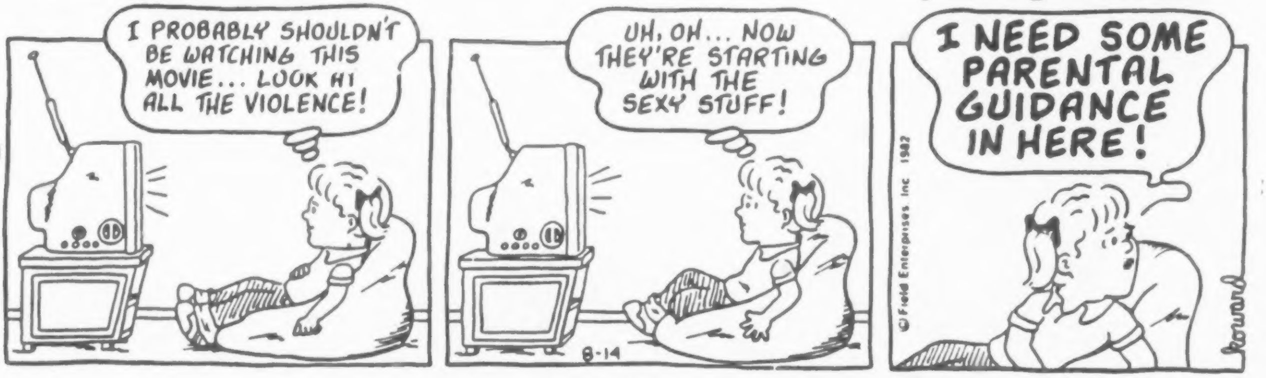
SALLY FORTH by Greg Howard


I'VE JUST GOT TO SPEND SOME TIME WITH HILARY TONIGHT
© Field Enterprises, Inc. 1982
WANT ME TO READ YOU A BOOK, HILARY?
SURE, IF IT WILL HELP RELIEVE SOME OF YOUR GUILT FEELINGS
WHAT ARE THEY TEACHING YOU AT NURSERY SCHOOL?
WE'RE INTO OUR UNIT ON THE PSYCHOLOGY OF WORKING MOTHERS
1-15
howard

SALLY FORTH by Greg Howard


WOULD YOU LIKE ME TO PLAY A GAME WITH YOU, HILARY? OR MAYBE READ A BOOK?
© Field Enterprises Inc 1982
ARE YOU UPSET BECAUSE I HAVEN'T HAD MUCH TIME TO SPEND WITH YOU LATELY? WHY AREN'T YOU TALKING TO ME, HONEY?
MY MOTHER TOLD ME NEVER TO TALK TO STRANGERS
2-23
howard

SALLY FORTH by Greg Howard


I PROBABLY SHOULDN'T BE WATCHING THIS MOVIE... LOOK AT ALL THE VIOLENCE!
UH, OH... NOW THEY'RE STARTING WITH THE SEXY STUFF!
8-14
I NEED SOME PARENTAL GUIDANCE IN HERE!
© Field Enterprises Inc 1982
howard

Content

1. Need For and Impact of Day-care

Good quality child care is needed in every community but resources are often inadequate. This inadequacy and unavailability is a source of stress for parents, especially working mothers. Worrying about day-care puts stress on parents which may result in poor work performance. Inadequate arrangements for child care may cause parents to be late for work or miss work.

Finding good day-care is a concern of all working parents. It is to the employer's benefit to be aware of the day-care problems among their employees, and to understand what options are available to assist them. Research has shown that as parents become more satisfied with their day-care arrangement, their employment satisfaction also increases.

Some questions facing working parents seem to be: what viable child care is available? How do I select a particular type of care? What are the effects on my child? When can my child stay alone?

Currently 43% of all married mothers 18-24 years old are employed outside the home, this teamed with single parents clearly shows why the need for child care and child care facilities is so great. Some authorities predict that by 1990, 75% of ALL women will be gainfully employed.

There are critics who dislike the concept of day-care and go on to declare that day-care is detrimental to stable family life. These same critics also state that child care facilities and providers are providing an environment for young children that is less than satisfactory. Research findings, however, do not support these arguments. Distribute and discuss the handout "What Research Shows About the Effects of Day-care."

Much of the criticism focused on day-care results from the equating of day-care to the institutional care of orphaned children of a previous era or to nursing home. There is, in fact, no similarity between current day care settings and either of those institutions. The bias, however, remains and shows up in many subtle forms including research studies which frequently call the groups they are studying "home-reared" and "day-care reared" children. As Betty Caldwell, President of the National Association for the Education of young children pointed out in her keynote address at the 1982 National Conference, day care children in this country are also home-reared. She spoke of day-care as a continuum of service with almost all children having some form of it for varying amounts and periods of time. She emphasized that day-care has suffered from a very bad press and has been subjected to emotionally biased "reporting in some cases, which frequently ignore any of the facts found in research studies, even when those findings are submitted in refute of previously published emotionally biased material.

Although may popular magazines such as Parents and Working Mother are more positive in their approach and report much more accurately, they do not offer the same objectivity as professional journals in presenting the same research findings. Hence the public frequently has a partial picture which can cause confusion and concern.

It should be remembered that throughout our recent history, day-care has frequently been a political issue and subjected to prevailing views. During World War II, this country mobilized and put into operation outstanding day care centers and no one questioned the need for children to be in them while their mothers worked in the factories. During the Depression similar programs were set-up to feed children and give teachers jobs and again these programs were viewed as a positive social force.

It is important, however, to choose the child care setting with extreme care. Most research studies are conducted in reasonably good child care environments that meet or exceed state standards.

Application	Resources
● "What Research Shows About the Effects of Daycare" This information can be used as a resource for the teacher. It is also suggested that it be shared with participants.	Handout A1: "What Research Shows About the Effects of Daycare," "Who Will Mind the Child? A Dilemma for Many Employed Parents" Paul W. Dail, Journal of Home Economics, Spring, 1982
● Have participants select some current articles from popular magazines and evaluate for bias. Use articles from newspaper or magazines.	

2. Choosing Quality Child Care

The most crucial consideration in choosing child care is to allow enough time for both the selection process and the setting in process for the child - 3 to 6 months is not too long to allow for this researching, deciding and selecting process.

It is important parents contact several centers or child care providers. Just because a facility is licensed, doesn't mean it is the best one for a particular child, family or work situation. Convenient locations aren't always the best ones either, some only meet minimum standards, while others have developed lots of learning experiences for kids. Parents should not worry about asking too many questions during the interviews. Many parents are reluctant to do so, but if they don't talk about the things that concern them or are important to their child and family, NO ONE ELSE WILL.

Some tips for parents to consider in choosing and using child care include:

The Setting/Environment/Structure

- Philosophy/Program model
- Licensing and credentials
- Strengths and weaknesses

What's Best for You and Your Child

- Family needs and considerations
- Facility's hours/your work schedule
- Parent's attitudes and values
- Compare what the facility offers with your child's needs, age, stage of development, personality, and unique or special considerations

Investigate the Options

- By phone - have a list of questions to ask
- On site - have a list of things to look for
- Evaluate and compare options using the above criteria and your basic intuition for choosing

Once the choice is made as to type of care and the particular provider, the parent should begin the settling in process.

Care for infants and toddlers, ill children, and evening and weekend care are particularly rare types of care. They are still scarce and poorly developed. Parents must arrange for these alternatives in advance of a crisis and setting up a back-up system is also part of the choosing child care picture.

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Arranging for child care is quite a difficult and time consuming job. It is particularly difficult when a parent is struggling to start or keep a job, or has several children to arrange for. The task is of crucial importance and must be given a great deal of time and consideration. Child care situations vary from excellent to awful, and it matters a good deal to parents that their children are safe, secure and happy while they are gone. Taking care of as much as possible before starting the job can ease the burden considerably.

Child care arrangements are not always so regular. Some studies show that one out of every five arrangements change within the course of a year. A caregiver moves or a family moves or the local school district's busing schedule changes or the arrangement proves unsatisfactory are reasons most often cited.

This task of remembering and scheduling takes much time and effort and has been called "invisible child care." It is important that fathers join mothers in this invisible child care. Fathers often are not aware of how time consuming and hard the job is. Mothers can gain new perspectives by tallying how much time is spent in a week making, scheduling or rescheduling appointments for the children. The job of selecting the best child care option is only one chunk of "invisible child care." Consider the appointments needed for the doctor, dentist, teacher, after school friends, etc. It is important that partners in the dual employed family share all aspects of child care.

Application	Resources
"Choosing Child Care" (Filmstrip) This filmstrip discusses family day-care and center care and some factors to consider in making child care choices. It includes a checklist of things to consider in evaluating choices.	Filmstrip: "Choosing Child Care," Toys 'n Things Press, 906 Dale Street N., St. Paul, MN 55103. Also available from Minnesota Curriculum Services Center and most county welfare departments
"Childcare Delivery System" This is a wall chart developed by "Parents in the Workplace" project. It is suggested that the sheets be taped together to recreate a wall chart for display. The chart briefly describes 12 kinds of child care and a listing of county social service agencies is provided. Although this is a participant resource, familiarity with the chart will aid the teacher in answering participant's questions.	Wall chart and handout: Parents in the Workplace, Report #5, "Childcare Delivery System." Order wall chart and/or reports from Parents in the Workplace, 906 Dale Street North, St. Paul, MN 55103
"You Will Be" This is a comparison of two types of expectations parents may have of an early childhood program. Distribute and read to participants.	Handout A2: "You Will Be," Minnesota D.P.W.
"Does Your Child's Caregiver?" Caregiver refers to family day-care providers, nursery school and day-care teachers as well as latchkey providers. This handout gives a brief overview for parents with children aged infant to 14 years.	Handout A3: "Does Your Child's Caregiver?" A Parent's Guide to Day-Care, U.S. Department of Health and Human Services
"Does Your Child's Caregiver?" can be distributed to the entire group as an overview and resource. Use the following handouts with participants clustered in small groups with similar age children and child care concerns.	

Application	Resources
"Choosing Childcare" This is a resource for participants who will be choosing child care for the first time, for those who will be looking for a new type of arrangement. Make this available to those participants who want it.	Handout A4: "Choosing Childcare," U.S. Department of Health and Human Services
"Choosing Infant Care - a Parents' Guide" This is a resource for participants seeking care for infants.	Handout A5: "Choosing Infant Care - A Parents' Guide," Minneapolis Childcare Resource Center
"Choosing an Educational Program For Children" This is a resource for participants seeking an educational program for their child.	Handout A6: "Choosing an Educational Program for Children," The Consipiracy Against Childhood, Eda J. LeShan
"Choosing Out-of-School Care" This is a resource for participants looking for care when their children are not in grade school.	Handout A7: "Choosing Out-of-School Care," School's Out, Pacific Oaks College
"Helping Your Child Get Started in Daycare" Using this handout, discuss ways to make the transition to child care a smooth one.	Handout A8: "Helping Your Child Get Started in Day Care," Rhoda Redleaf, St. Paul TVI, Toys 'n Things, 1982

Content

3. School Aged Children - Home Alone?

In 1981 it was estimated that 4-10 million children went home from school to an empty house. It is very difficult to determine the exact number. but the number seems to be growing. There have always been some latchkey children, but with the T.V. as a babysitter with the telephone for communicating, more parents are leaving their children alone. Some parents choose this arrangement because they feel the children are old enough to stay home alone for a few hours; others have no alternative.

Some parents wonder if their child is old enough or mature enough to stay at home alone. Many authorities suggest that children younger than 9 or 10 years old be in supervised care. The handout "Can My Child Stay Alone?" discusses the factors involved in making this decision.

Researchers in Greensboro, North Carolina studies latchkey families and how they cope. They surveyed 1000 parents and pulled together the most common rules latchkey children have. The handout "Rules for Latchkey Children" lists those rules.

Recent studies done on latchkey children left alone show that: many felt afraid, felt vulnerable and were especially afraid of someone's breaking into the house and harming them. Surprisingly very few of the children mentioned their fears to their parents. Many felt there wasn't any choice in their situation, other's didn't want to burden their parent.

Suggest that if parents suspect their child is afraid that they check these feelings out. Don't deny the fears, give reassurances of understanding the concern and work to make the home safer. The points in "Steps to Reduce your Latchkey Child's Fears" summarizes some of these fears.

Application	Resources
● "Can My Child Stay Alone" Use this handout with participants who have children that stay alone after school, or think their children are ready to stay alone. This may be the entire group or a small sub-group. Distribute and lead a discussion around "Factors to Consider," go over suggestions and ask participants to share their own considerations and suggestions.	Handout A9: "Can My Child Stay Alone," developed by Mary Dooley Burns with Maya Hansen Jones
● "Rules for Latchkey Children" Ask participants what questions, concerns, and fears they have for their latchkey children. Record and display the concerns as stated. Suggest that the solution for some of the concerns may be setting up rules for their children. Distribute the handout and invite participants to add to the list.	Handout A10: "Rules for Latchkey Children," developed by Mary Dooley Burns with Maya Hansen Jones
● "Steps to Reduce Your Latchkey Child's Fears" Share that participants' children may be haboring fears and suggest parents check out the feelings of fear with their children. Distribute and discuss points made on the handout. Ask participants to share what they have done or would consider doing that relates to the handout content.	Handout A11: "Steps to Reduce Your Latchkey Child's Fears," "The Unspoken Fears of Latchkey Kids," Lynette and Thomas Long, Working Mother, May, 1982

4. Communication with your Day-care Provider About Discipline and the Business Arrangements

Communication About Discipline

Parents usually choose a home or center because it gives their child the opportunity to be in a setting that is familiar and things are done just like they are at home...or they may choose one that is different because it provides a chance to experience new people, new places and new things.

No matter which choice is made, day care works best when the adult in charge agrees with the parents about the basics of discipline. It is important that the adults involved also agree about the rights and responsibilities of parents and children.

Communication About the Business Arrangements

When choosing child care or making new arrangements it is better in the long run that the business things are clarified. It will be easier to smooth out future conflicts and avoid a potential loss (due to adult misunderstandings) of a good source of care for a child. Some of the business details to consider are:

Money	-Some people like written contracts; others like verbal contracts. Many people are uncomfortable talking about money matters, but being honest from the start can save on misunderstandings or hard feelings later on. In general, putting your understandings in writing is a better policy.
Illness	-Keeping a job depends on being reliable, being there every day. In case of a child's illness, it is best to make arrangements in advance (friend, relative, neighbor) who will take care of the child until she is well.
Vacations	-Vacations are the best time of the year! Parents should tell the person who cares for their child about vacation plans as soon as possible. Providers need vacations as well. Some places close, others use substitutes, parents need to discuss the policy and make arrangements for their child's care during these times.
Hours	-Day-care is a long day for everyone - children, day-care provider and the parent. It is important that parents be clear about the hours. Over-time charges and what happens in case of lateness.

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Center personnel are not allowed to keep children after hours (insurance not valid) or take children from the premises. Day care centers are required by law to have parent policies in writing on all of these issues which they give to each parent. It is the parent's responsibility to read and know the policies and abide by them. Many family day-care providers also have policy booklets and contract forms for parents. If none exist, it is advisable to develop one with your provider. Whether written or verbal, day-care arrangements are a legal contract and are enforceable with the parents held responsible for payment of fees, so they should know what the agreements are. Day care is a business for the person, who is providing it and the best policy is to make all the arrangement in accordance with good business practices. If you have special concerns or needs or irregular hours it is best to discuss all those issues in advance and build them into your business arrangement and not just hope it will work out. Some modifications can always be made later, but do not spring a lot of surpises on your provider. Respect the provider as you would other people with whom you work or conduct business.

It is best to set-up open communication with your provider on many issues of daily living for your child and if your have unsettled business problems, it will interfere with that communication.

Because child care expenses are tax-deductible, it is important to keep records of payments and child care related expenses.

Application	Resources
"Share How You Feel About Discipline" This handout is useful as a basis for a discussion about discipline concerns parents have with child/care providers. Distribute and encourage participants to discuss discipline with their day-care providers.	Handout A12: "Share How You Feel About Discipline," from "If you share the care of your child..." Pacific Oaks College
"Get the Business Things Straight" After Content information has been shared, distribute this handout as a resource for participants.	Handout A13: "Get the Business Things Straight," developed by Mary Dooley Burns
Review some sample center parent policies or family day-care contracts and discuss with group. Are these clear or are there other issues left to be clarified? List any the group can think of.	Ask centers or family day-care associations in your community for samples of any policies or contracts they use. A Parent's Guide to Day-Care also has samples of parent agreement forms.

5. Reading Resources for Parents and Children

Parents Resources:

A Parent's Guide to Day Care, U.S. Department of Health and Human Services, Publication No. (OHDS) 80-30270, 1980.

"Childcare Delivery System," "Parents in the Workplace Report #5, Toys 'n Things and Resource Center, 906 North Dale Street, St. Paul, 1982.

Choosing Childcare a Parent's Guide, Childcare Resource Center, 3602 Fourth Avenue South, Minneapolis, MN, 1982.

"How to choose A Day Care Home," Hennepin County Family Day Care Program, A13 Government Center, 300 Sixth Street, Minneapolis, MN.

"If you are a parent with questions about daycare," Pacific Oaks College, 714 West California Boulevard, Pasadena, California.

"If You Share the Care of Your Child," Pacific Oaks College, 714 West California Boulevard, Pasadena, California.

"Looking At Care For Your Child: Parent Questions and Rights," Greater Minneapolis Day Care Association, Room 104 Ramar Building, 111 East Franklin Avenue, Minneapolis, MN.

Ourselves And Our Children A Book By and For Parents, Boston Women's Health Book Collective, Random House, New York, 1978.

Parenting in an Unresponsive Society: Managing Work and Family Life, Sheila Kammerman, New York, The Free Press, 1980

Resources for Infant Educarers, Magda Gerber, Resources for Infant Educarers, 1550 Murray Circle, Los Angeles, 1979.

Stress and Work, A Report of the Minnesota Governor's White House Conference, University of Minnesota, Minneapolis, 1982.

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"Talk About," Pacific Oaks College, 714 West California Boulevard, Pasadena, California.

"The Unspoken Fears of Latchkey Kids," Lynette and Thomas Long, Working Mothers, Vol. V., No. 5, May, 1982.

"Who Will Mind the Child? A Dilemma for Many Employed Parents," Paula W. Dail, Journal of Home Economics, Vol. 74, No. 1, Spring, 1982.

Children's Resources:

Home Alone, Eleanor Schick, Dial Press, New York, 1980.
(Summary: A young boy spends his first afternoon alone at home while his mother is at work. Excellent.)

I'm Busy TOO, Norma Simon, Albert Whitman and Co., Chicago, 1980.
(Summary: Three preschoolers and their families have busy days at work and at school.)

Joshua's Day, Sandra Lucea Surowiecki, Lollipop Power, 1972.
(Summary: Joshua's mom earns her living as photographer and Joshua spends his day at a day care center while she is gone.

Life With Working Parents, Ester Houtzig, MacMillon, New York, 1975. (Summary: A guide for children who must cope with a variety of daily situations on their own because their parents work.)

Martin's Father, Eichler, Margrit, Lollipop Power, Inc., 1971.

Mommies At Work, Eve Merriam, Scholastic, New York, 1961.

Mom's New Job: Paul Sawyer, Raintree Publishers, 1978.
(Summary: Nine year old Mary is faced with the frightening experience of being home alone after school. Now that her mother has gone to work. The story shows how she gains new confidence in the realization she can take care of herself.)

Will I Have A Friend? Miriam Cohen, Collier Books, New York, 1967.
(Summary: Jim's Pa takes him to a school. We get a look at the process of how a child makes a friend.)

Handout A1

WHAT RESEARCH SHOWS ABOUT THE EFFECTS OF DAY-CARE

1. Day-care children tend to be more "peer-oriented" or care about their friends more than children reared at home, Some studies have found that this carries on into later life.

2. For middle class children, there were no negative effects on their intellectual development. For "high risk" children, much growth has been noted.

3. Day-care outside the home offers physical nurturing and added opportunites for intellectual growth.

4. Day-care does not hinder or is not in any way bad for a child's emotional development.

5. Day-care offers opportunities for a child to socialize with other children, outside the home neighborhood, she may not otherwise enjoy.

6. Day-care frees the single parent, or both parents, to work which lessens the financial strain, and thus contributes to the stability of the family.

7. As parents become more satisfied with their day-care arrangement, their marital and employment satisfactions also increase.

8. Day-care is a supportive system that allows parents to pursue career goals and expand their roles both within and outside the family.

Materials drawn from: "Who Will Mind the Child? A Dilemma For Many Employed Parents," Paul W. Dail.

Handout A2

YOU WILL BE

You will be disappointed in Nursery School if you expect your child to:

- Say her ABCs
- Learn her 123s
- Recite poetry
- Perform and please
- Bring home daily artistries

You will be pleased with Nursery School when you see that your child has improved her ability to:

- Explore and run
- Share her fun
- Finish what she's begun
- Put away when done
- Demand less (all or none)
- Restrict her "NO"
- Let Mother go
- Accept what's so

Material provided by Minnesota D.P.W.

Handout A3

DOES YOUR CHILD'S CAREGIVER...

Read through the checklists and circle those items you want the arrangement to provide. You may not want all the items, nor will everything apply to your family or your individual situation.

If You Have An Infant or Toddler (Birth to 3 yrs.)

- * Seem to enjoy cuddling baby
- * Care for physical needs - feeding, diapering
- * Spends time holding, playing, talking with baby
- * Stimulates by pointing out things to look at, touch, and listen to?
- * Provides dependable and consistent care so baby can form attachment?
- * Cooperate with your efforts to toilet train?
- * Setting is childproofed for exploring
- * Help child learn language
- * Understands, encourages independence in toddlers

If You Have A Preschooler (3 to 6 yrs.)

- * Plan variety of activities for child
- * Joins in activities with children

- * Sets consistent limits and helps child make own choices
- * Sees play as valuable and encourages child's creativity and imagination
- * Helps child feel good about self by being attentive, patient, positive, warm and accepting
- * Encourages vocabulary by talking to, reading aloud, and answering questions

If You Have A School Age Child (6 to 14 yrs.)

- * Gives supervision and security but understands need for independence
- * Sets reasonable and consistent limits
- * Understands conflict and confusion growing children seem to feel
- * Helps child follow through on projects homework, suggests interesting things to do
- * Listen to child's problems, experiences
- * Cooperates with you to set clear limits and expectations about behavior
- * Understands older school age child's conflicts/feelings about sex, identity, pressure to conform
- * Provides child with a good adult image to admire and model

Material drawn from: A Parent's Guide to Daycare, U.S. Dept. Health and Human Services.

Handout A4

CHOOSING CHILD CARE

Does the caregiver...

- Appear warm and friendly?
- Seem calm and gentle?
- Have s sense of humor?
- Seem to feel good about herself and her job?
- Have child-rearing attitudes and methods that are similar to yours?
- Undersand what children can and want to do at different stages of growth?
- Encourage children to express themselves in creative ways?
- Encourage good health habits?
- Spend time holding, playing with, talking to the babies?
- Provide stimulation by pointing out things to look at, touch, and listen to?
- Seem to have enough time to look after all the children in her care?
- Provide care you can count on?

Does the setting have...

- An up-to-date license?
- A clean and comfortable look?
- Enough space indoors and out so all the children can move freely and safely?
- Enough caregivers for the number of children?
- Furniture, equipment and materials that are suitable for the ages of the children? (Safe and in good repair?)
- An outdoor play area that is safe, fenced and free of litter?
- Nutritious meals and snacks with the kinds of food you want your child to eat?
- A clean and safe place to change diapers?
- Separate cribs and sheets for each baby in care?
- Gates at tops and bottoms of stairs?
- A potty chair or special toilet seat in the bathroom?
- A safety plan to follow in emergencies?

Are there opportunities...

- To play quietly and actively. indoors and out?
- To follow a schedule that meets young children's need for routine but that is flexible enough to meet the needs of each child?
- That help children learn new physical skills and control and exercise their muscles?
- To learn to get along, to share and to respect themselves and others?
- To crawl and explore safely?
- To play with objects and toys that help infants to develop their senses of touch, sight and hearing?
- To take part in a variety of activities that are suited to toddlers' short attention span?
- To play alone at times and with friends at other times?
- Provide activities that encourage children to think things through?

Material drawn from: U.S. Department of Health and Human Services.

Handout A5

CHOOSING INFANT CARE
A PARENT'S GUIDE

While much has been written about quality child care, the best child care is that which parents themselves feel is the best situation for their particular children. Parents should visit family day-care homes themselves to observe whether it is best suited to their own baby's needs. The following questions are designed to help parents consider issues which help them select the best possible care for their baby.

Provider:

How long has the family day-care home been in existence?

What previous experience does the provider have with infants?

What is the ratio of babies and children to adults?

Who are the references? Who can be contacted?

Does the provider seem happy and comfortable?

How does the provider interact with the babies?

Does the provider participate in activities?

How does the provider handle normal separation anxiety all babies pass through?

How does the provider encourage a baby's natural curiosity, need to move freely about and growing interest in words?

How does the provider feel about pacifiers, blankets or other objects babies use to make the transition from home to child-care more comfortable?

Babies:

What are the provider's views on toilet training? On weaning?

Do the babies seem happy, comfortable?

Do they seem to trust the provider?

How do the babies interact with one another?

What encouragement do they get?

Physical Space:

Does the center or home have a pleasant, comfortable atmosphere? Is there enough light and ventilation?

Do the indoor and outdoor play areas appear to be safe from dangerous equipment, materials, and other items such as poisons?

Is there adequate space and materials for both active play and quiet activities?

Is there adequate space for naps?

Are babies allowed to explore a child proofed environment?

Program:

Is the day structured to include varied activities which promote physical, social, intellectual and emotional growth?

Are babies held, cuddled and touched too often?

Are babies encouraged to be curious, creative and independent?

Are babies talked to, sung to, read to?

Hours:

Do their daily hours and vacation plans meet own needs?

Can arrangements be made for extended days?

Are there any plans for substitute care?

Cost:

What are all of the costs? Ask about baby food, juice, formula, disposable diapers?

Does the provider get paid even when children are gone due to illness or vacation?

Does the amount and schedule fit your budget?

Meals:

Who provides meals and snacks?

Are they nutritious and appealing?

Is there special effort made to eliminate salt and sugar for babies?

What finger foods are offered?

Are feedings on demand or on a schedule?

Role of parents:

Are parents free to visit, to observe and to participate?

Can parents get regular feedback on children's behavior and attitudes?

Your specific questions and concerns:

Parents should feel free to ask questions of the provider. Once parents visit a number of centers or homes, they should try to determine whether the attitudes and activities they observed seem compatible with their own expectations. Time spent choosing the most appropriate provider will eliminate many unnecessary problems, reduce the need to make frequent changes in plans, and give parents and babies more peace of mind.

Materials adapted from: Childcare Resource Center Material. Permission granted.

Handout A6

Choosing an Education program for CHILDREN

If I were looking for a nursery school that would best meet the needs of my own child, these are the qualities I would look for:

1. I would want a child-oriented setting, which provides stimulation and opportunity for children to develop those skills that are appropriate to their age, needs and interests. There would be a great deal of equipment to encourage dramatic and imaginative play. There would be creative materials, such as paints and clay, to encourage expression of feelings. There would be equipment for releasing the energy and vitality of young children, helping them to develop the large-muscle coordination they want and are ready for. It would be a place with space, with room to run and jump and move freely.

2. I would want a warm and accepting environment, peopled by teachers who know a great deal about the psychological needs of young children and can help them cope with their genuine struggle to become human - to be free and themselves but in a context of relating to others. I would want teachers who are ready to experiment, to explore, to let the child's curiosity and spirit of adventure lead to unplanned learning and discovery, where new questions are encouraged and answers found together.

3. I would want to know if the teachers are content to be with three and four year olds and see enough excitement in this - free of a terrible sense of urgency to turn these children into six and seven year olds.

4. I would want a school that is open to change and to new ideas but not easily swayed by the passing fashion of the moment. The teachers must feel free to experiment with new equipment, new methods, but only in the context of retaining critical judgement and preserving a basic philosophy that is well-balanced and clearly thought out.

5. I would want to see teachers who are not impressed by surface learning - who know that young children are wonderful mimics and can be taught to repeat information, but who know that this has nothing whatever to do with deeper understandings. I would want teachers who encourage a child to learn as much and as fast as he pleases, but who do not measure their own value or status by the learning they can see - teachers who are satisfied with their work only when they know that what is being learned is meaningful and is meeting all the needs of a young child, whether or not the satisfaction can be measured or seen.

6. I would choose a school where children are on the move; where the program is flexible and relaxed enough so that children can begin to make their own decisions, where being quiet or active are choosable commodities most of the time. I do not want permission for

Vocational Education Work and Family Institute

chaos; there must be regulations and rules whenever groups of people try to live together. I want a room full of opportunities, where chatter and movement and changing interests and activities are not merely viewed as permissible but are deliberately encouraged. Reasonable rules about safety and respect for property and the rights of others should be enforced by grownups who do not expect young children to be capable of self control all at once.

7. I would seek an environment in which children ask whatever questions they want and where teachers help children find their own answers; an environment in which teachers are concerned about the child who always needs to be playing in a group as well as the child who never plays with others; about the child who never lets himself go and the child who is always at the mercy of his impulses and feelings.

8. I would want a school that is concerned with encouraging spontaneity and joy in self-expression as well as with helping children learn ways to live comfortably and creatively with others, respecting his own rights and the rights of others. Teachers in such a climate want to encourage each child to be different, to be himself, to find his own inner music, the things that will make his life significant to him; they want to help him solve whatever problems he may have that keep him from being unique and free.

9. I would look for a school in which teachers were not concerned with "raising I.Q.s" but with raising a child's pleasure in the wonders of the world and the wonders within himself; where their goal is helping children to live warmly and securely with others, both adults and children; helping children find pleasure in developing new skills, helping each child to feel good about himself - to feel that he is a worthwhile and growing person; helping each child to understand himself and others, to gain in self-discipline and, most of all, to like the person he is becoming. Such a world lets each child know that he has time to grow.

Adapted by Jim Nicholie from The Conspiracy Against Childhood by Eda J. LeShan. Permission granted.

Handout A7

CHOOSING OUT-OF-SCHOOL CARE

Some Options

- Blue Birds
- Boys Club
- Boy Scouts
- Brownies
- Campfire Girls
- Children's Centers
- Community Clubs
- Community Youth Centers
- Cub Scouts
- Day Camps
- Family Day Care
- 4-H Clubs
- Girls' Clubs
- Girl Scouts
- Indian Guide
- Museums
- Neighborhood Library
- Park and Recreation Dept.
- Settlements and Centers
- Your local school district

Some Considerations for your child

TIME TO.....

* socialize and be with friends
* have a snack
* be independent
* develop hobbies

OPPORTUNITIES TO...

* express inner feelings
* be with caring adults
* be with good adult models
* choose and plan activities
* take trips and explore the community
* be with pets

PLACES TO

* be physically active
* relax and be private
* gain new skills
* have new experiences

Suggestions and options other participants have found workable:

Material drawn from: School's Out, Pacific Oaks College.

Handout A8

HELPING YOUR CHILD GET STARTED IN DAY CARE

Starting a child in a day care arrangement is a big change for both parent and child. It can be a very emotionally upsetting experience for both--but with a little thoughtful planning in advance the transition can be made easier for both parents and children. Some steps to make that happen are:

--If you will be going to work, begin to get your baby used to other people right from the start by having relatives or friends occasionally care for baby.

--Allow plenty of time to find the best arrangement (the younger the child the harder it may be to find care).

--Spend time with your child at the child care site before you begin to leave your child there. Make as many short visits in advance as you and the caregiver can arrange.

--If possible, start part-time day care a few days before you have to go to work--so your child's first stays can be shorter and you have more time to get him/her settled in before you get busy.

--Try to feel and act positively toward the new experience--your child picks up on your feelings and actions.

--Talk to your child (in age-appropriate ways) about specific things in the day care center or home that may appeal to him/her. Avoid broad sweeping statements like "you'll just love it" or "you'll have a wonderful time." The child needs more concrete real things to relate to. Talk about the setting, routines and caregiver in ways that compare and relate to things he/she already knows, i.e., "They eat lunch in the kitchen, too" or "They have little tables to eat lunch at."

--Before your child begins, practice the new routine through dramatic play. Pretend to go to the center or home, hang up child's coat, choose something appealing to play with, eat a snack, take a rest, use the bathroom. Be sure to act out Mom or Dad PICKING CHILD UP AT THE END OF DAY!

--Consider making a photo album for your child to take to child care, showing family friends, favorite toys and activities; the album might be just the "security blanket" your child needs. Also bring along that real security blanket if your child has one.

--Read books about beginning "school" or child care to your child. A good one to start with is Will I Have a Friend? by Miriam Cohen (paperback, Collier Books, $2.50). For you and older preschoolers you might try A Child Goes to School by Sara Bonnett

Stein (Doubleday, 1978, $5.95). You might make up your own story book using your own child, the real setting, caregiver, children and materials in it.

--You might consider getting a special toy or animal that stays at child care. Going to child care becomes going to see "Bear" and leaving is saying goodbye to "Bear," "See you tomorrow." Especially useful with older infants or toddlers.

--Remember your child will approach the transition in his/her own characteristic style; if that style is usually to be upset with new situations, tears may be part of the normal adjustment to child care. It is helpful to develop a routine way to say goodbye and then follow it! Be sensitive to your child's feelings accept those feelings but don't feel you have to act differently as a result. Call later to see if all is well.

--Stay in close communication with the teacher, center director, or child care provider to work out a satisfactory plan before and during the transition.

Developed by Rhoda Redleaf, Trainer, St. Paul TVI/Toys 'n Things, 1982.

Handout A9

CAN MY CHILD STAY ALONE?

FACTORS TO CONSIDER

a. The child at home:
  - a support system for the child - a neighbor or relative nearby, phone number for mother and for emergencies.
  - Age and maturity of child and number of children (a child old enough to stay alone may not be mature enough to care for a younger sibling).
  - How long and at what time of day: do they have to get themselves up, make a lunch and leave for school alone? Is it only one hour or is it 3 or 4 hours? Do they have to make their own dinner?
  - Do they have to stay alone when they are sick?
  - What expectations are there: are children to do housework, are they to do schoolwork? Are parents putting too many responsibilities on child that they should be taking care of?

b. The parent at work:
  - Communicating - can the parent be reached by phone, how much time can the parent spend on the phone with her children while at work?
  - Distance between work and home and means of transportation - How far in distance or time is the parent from home, is there a way to get home other than in the morning and at night?
  - What is the comfort level of the parent with leaving the children alone - is it stressful, does it affect the job?

SUGGESTIONS

a. Generate a list of possible alternatives and/or arangements.
b. Talk with the child about the options. Involve the child in the decision.
c. Explore the child's feelings of being lonely, rejected and scared.
d. Negotiate a contract with the child, to be evaluated periodically and changed if needed.
e. Work to establish a latchkey program in your school district.

OTHER PARENTS' CONSIDERATIONS AND SUGGESTIONS

a.
b.
c.
d.

Developed by M. D. Burns with M. H. Jones.

Handout A10

RULES FOR LATCHKEY CHILDREN

a. Child is to make "check-in" call with parent at work immediately upon arriving home.

b. Child is not to go anywhere without prior parental permission.

c. No one, not even a friend, is allowed in house without prior parental permission.

d. The door is not be answered or opened to anyone other than those previously designated by parent.

e. Don't open the door unless the name and voice is someone the child recognizes.

f. Use of stove or electrical appliances - other than T.V., radio or stereo is forbidden. (Fear of fire leads list of parental worries).

g. When answering telephone, children are no;t to tell anyone they are home alone, but are to say that parent cannot come to phone and ask the caller's name and phone number. Parents can then return the call from work without letting caller know they're not home.

h. If child gets crank call, hang up immediately.

i. If in doubt about the safety or sensibility of an activity, ask for parent's approval.

OTHERS:

Developed by M. D. Burns with M. H. Jones.

Handout All

STEPS TO REDUCE YOUR LATCHKEY CHILD'S FEARS

Check out your child's fears. Don't deny them but give them understanding and assurances that you will make things safer.

-- Make your home as burglar proof as possible.

-- Tell your child not to go in the house if something seems unusual: window broken, door ajar...

-- Teach your child emergency procedures.

-- Use the telephone, it is a "lifeline" to your child.

-- Plan activities that keep your child occupied.

-- Plan home-visit exchanges with your child's friends.

-- Consider having your child go directly from school to another activity: the library, recreational center, activities held at school.

-- Provide a pet.

-- Prepare a safety kit.

-- Be on time getting home.

Material drawn from: "The Unspoken Fears of Latchkey Kids," Lynette and Thomas Long, Working Mother, May 1982.

Handout A12

SHARE HOW YOU FEEL ABOUT DISCIPLINE

When parents and providers discuss discipline, you as a parent

-May avoid the worry of not having the right teacher or provider for your child.

-You will probably have a happier, more comfortable and ongoing care arrangement.

-You will become more aware of the role discipline plays in helping your child learn and grow.

1. Ask about rules. Are they clear to the children? Are the rules the same for every child? Rules are best made that fit the needs of the individual child and are compatible with the style of the adult in charge.

2. What happens if the adult becomes angry? If the child becomes angry? It is important to use words that express feelings simply and directly at the time of the incident that caused the anger.

3. Are children encouraged to become independent? Children will feel good about themselves and the world around them if they are permitted the time and space to do things for themselves and to ask for assistance from a helpful adult if they need it.

4. Is there plenty to do that is safe and right for the age of your child? If there is plenty to do, children are not tempted to use each other as pieces of equipment.

Materials drawn from: "If you share the Care of Your Children," Pacific Oaks College.

Handout A13

GET THE BUSINESS THINGS STRAIGHT

When making day care plans, it is important to discuss hours, money, illness and vacations.

MONEY

- * How much will be charged?
- * What does the fee cover? Are there extras? What about when your child is ill?
- * When is the fee to be paid? In advance - weekly - monthly?
- * Whom do you pay?

Your Concerns:

ILLNESS

- * What is the policy about illness?
- * When may your child return after an illness?
- * Will medicine be given with your or a doctor's consent?
- * If your child has a special need, condition, allergy... can special diets or programs be followed?

Your Concerns:

VACATIONS

- * Will a place be held for your child while your're gone?
- * What about fees when you take your vacation?
- * If you plan to take the whole summer off, will your child have a place held in the fall?
- * Does the center or home close for a vacation

Your Concerns:

HOURS

- * What time do things get started in the morning?
- * Is there a set time that you must come in the afternoon or evening?
- * If you have to work overtime or do your grocery shopping, etc., do special arrangements have to be made ahead of time? Is there an extra charge?

Your Concerns:

Developed by M. D. Burns.

UNIT V: WORKING AND PARENTING

Part B: Parenting Skills for Working Parents

Content:

1. Overview of the Parenting Role
2. Overview of Development
3. Guiding Children's Behavior: A Positive Approach
4. Fostering High Self Esteem
5. Spending Quality Time with Children
6. Countering Learning of Stereotyping
7. Reading Resources for Parents and Children

Objectives:

Participants will:

1. a. Identify some considerations and skills for becoming parents.

   b. Recognize the special importance of father's development of parenting skills.

2. a. Recognize that an understanding of child development can reduce many frustrations of parenting.
   b. Be able to utilize child growth and development information to monitor parental expectations and beliefs.
   c. Acquire ideas for ways to meet children's developmental information to monitor parental expectation and beliefs.

   d. Learn how to answer children's questions about reproduction, and become aware of the "touch continuum" as a major step in preventing physical/sexual assault.

3. a. Clarify beliefs and attitudes about guidance and discipline.

   b. Consider strategies for effective punishment and appropriate discipline.

   c. Become aware of messages parents received in their own childhood.

   d. Be able to use words and actions that encourage cooperation, communication and positive behavior.

4. a. Recognize that a child with high self esteem can develop self-reliance and cope more positively with the strains of the work-family lifestyle.

   b. Recognize that one of the best ways to foster child's self esteem is to build one's own self esteem.

   c. Learn methods of building self esteem in children.

   d. Recognize the value of affirmations.

5. a Become aware of current research results about the impact of mother's working on her children.

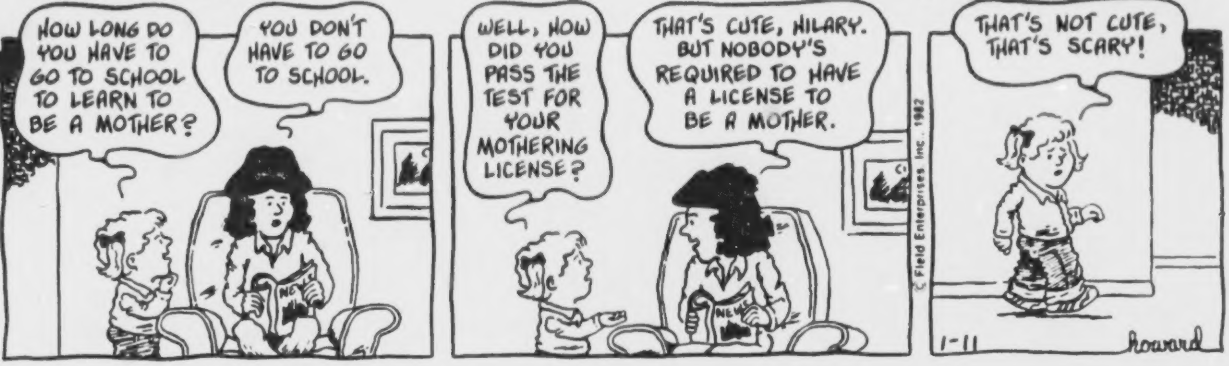
   b Evaluate the present quality level of time spent with children.

6. a. Recognize the important of countering stereotyping.

Also see Unit IV, Part A: Focus on the Family and Part B: Focus on Individual Self Esteem for related materials.

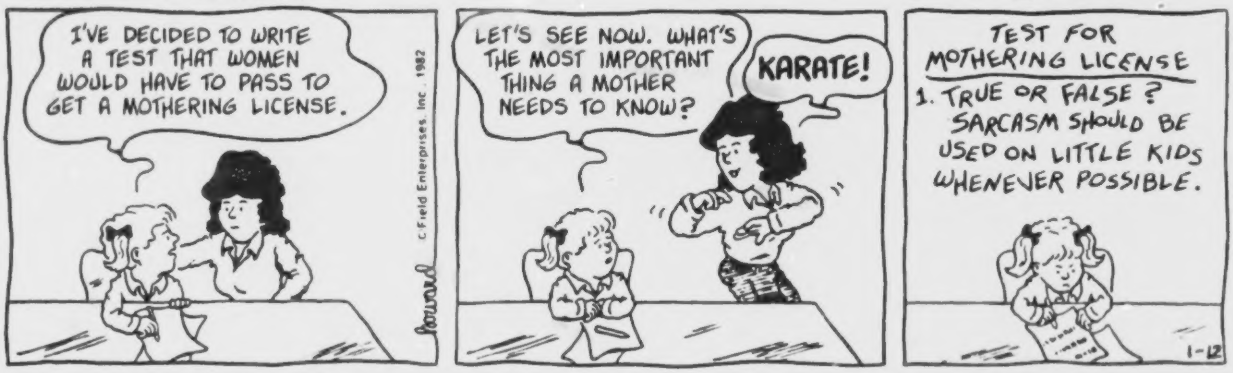
SALLY FORTH

by Greg Howard


HOW LONG DO YOU HAVE TO GO TO SCHOOL TO LEARN TO BE A MOTHER?
YOU DON'T HAVE TO GO TO SCHOOL.
NEWS
WELL, HOW DID YOU PASS THE TEST FOR YOUR MOTHERING LICENSE?
THAT'S CUTE, HILARY. BUT NOBODY'S REQUIRED TO HAVE A LICENSE TO BE A MOTHER.
© Field Enterprises, Inc. 1982
THAT'S NOT CUTE, THAT'S SCARY!
1-11
howard

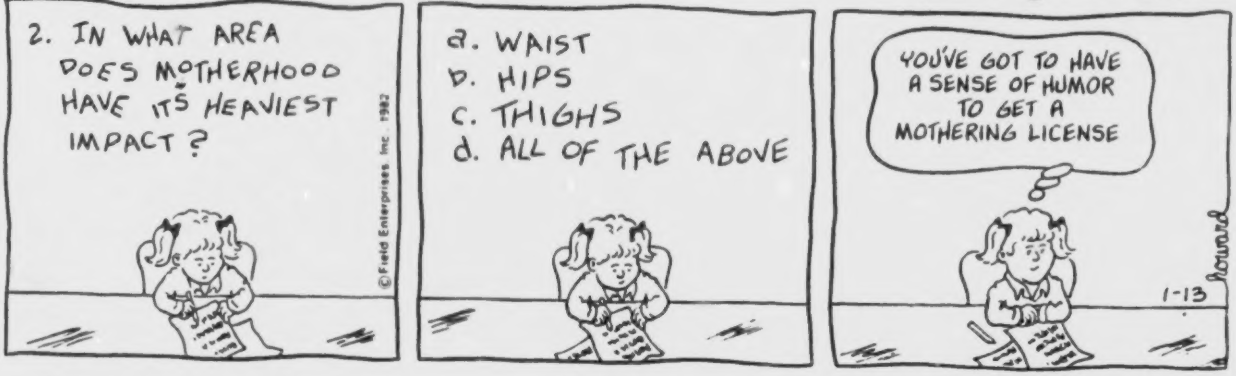
SALLY FORTH

by Greg Howard


I'VE DECIDED TO WRITE A TEST THAT WOMEN WOULD HAVE TO PASS TO GET A MOTHERING LICENSE.
howard
© Field Enterprises, Inc. 1982
LET'S SEE NOW. WHAT'S THE MOST IMPORTANT THING A MOTHER NEEDS TO KNOW?
KARATE!
TEST FOR MOTHERING LICENSE
1. TRUE OR FALSE? SARCASM SHOULD BE USED ON LITTLE KIDS WHENEVER POSSIBLE.
1-12

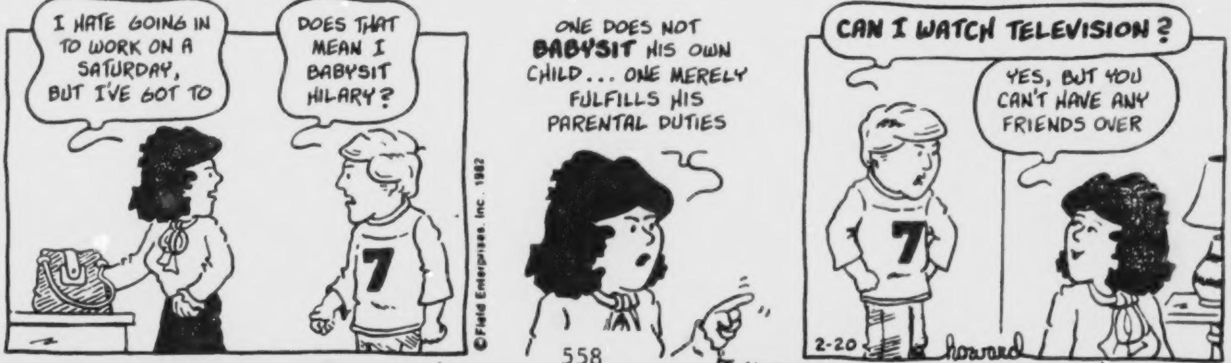
SALLY FORTH

by Greg Howard


2. IN WHAT AREA DOES MOTHERHOOD HAVE IT'S HEAVIEST IMPACT?
© Field Enterprises, Inc. 1982
a. WAIST
b. HIPS
c. THIGHS
d. ALL OF THE ABOVE
YOU'VE GOT TO HAVE A SENSE OF HUMOR TO GET A MOTHERING LICENSE
1-13
howard

SALLY FORTH

by Greg Howard


I HATE GOING IN TO WORK ON A SATURDAY, BUT I'VE GOT TO
DOES THAT MEAN I BABYSIT HILARY?
7
© Field Enterprises, Inc. 1982
ONE DOES NOT BABYSIT HIS OWN CHILD... ONE MERELY FULFILLS HIS PARENTAL DUTIES
CAN I WATCH TELEVISION?
YES, BUT YOU CAN'T HAVE ANY FRIENDS OVER
7
2-20
howard

Content

1. Overview of the Parenting Role

There are every day concerns of raising children that all parents have whether working or not. It does not make a great deal of difference in the basic development of a child. Thus, working parents should not blame themselves or their situation for problems and changes that are actually normal for children at a particular stage of growth.

The concern of parents and especially employed parents, is to solve the problems within the family and those affecting family members, When things are not running smoothly at home, it can take it's toll on the job. Due to time and energy constraints, employed parents need resources to help themselves and their family out of the pitfalls.

The section on Child Guidance provides an "eclectic" approach. The goal is not to change the basic way parents are dealing with their children's behavior, but to make their way more effective and positive. Thus, many approaches have been blended together to make the material useful for the wide range and styles of parenthood.

The aim of the section on sexuality is to provide resources that parents can use with their children. The handout on "Sexuality" matches the child's questions with appropriate developmental ages. The "Touch Continuum" is a beginning way for parents to look at children's sexual assault. The resource list indicates books and materials and an indication of the appropriate age: children, preteens, older teens, as well as parent resources.

Content

Parenthood

People become parents for some of the following reasons:

1. Pressure from family and society
2. Rite of passage into adulthood
3. Fulfillment as a woman/mother or man/father
4. Prove virility as a man, fertility as a woman
6. Save or start a marriage
7. Have a boy or a girl
8. Need for affection and love
9. Need to be needed
10. Desire to exercise power and control
11. Like children
12. Want a family life-style
13. Care for you in old-age
14. An accident or lack of family planning
15. To avoid an empty nest
16. Job advancement: to prove stability as a family man to employer
17. Everybody's doing it
18. Approaching end of healthy child-bearing age
19. Always wanted children
20. Relive some of the fun of being a child
21. Need to give to a child
22. A sense that it was time to share love and life with a new family member.
23. Adoptive parents: develop a relationship with YOUR child
24. Step parents: Chose to live with spouse, children came as part of the package

Content

People do not realize the complexity of skills, techniques and personal qualities required to be an effective parent.

According to Alice Rossi, there are four factors to consider when discussing what preparation people in our society bring to parenthood.

1. Lack of preparation: Unless they receive some training in their own home, there is not training for this major segment of adult life. Most professions require some apprenticeship under the supervision of an experienced teacher. Most American parents have only occasional babysitting, possibly some care of younger siblings and a few may have taken a course in child psychology to aid them in the profession of child rearing.

2. Limited learning during pregnancy: Pre-natal classes prepare parents-to-be through the time of delivery only. New mothers may learn to bathe and burp their babies while in the hospital. Most new parents report feelings of near-panic when they finally realize they will actually take the baby home to care for alone.

3. Abruptness of transition: There is no gradual taking on of responsibilities as in the case of a work role. New parents assume 24 hours a day responsibility on the first day home with their totally dependent infant.

4. Lack of guidelines to successful parenthood: The goal of being a parent is to produce an independent, self-reliant adult. But there are no reliable, guaranteed methods to reach the goal. We can add to this pint that we have gone from the generation when the only well-known and widely followed "expert" was Dr. Spock to a bewildering array of experts, each with a different approach to parenting.

In our society many individuals must be licensed or meet the requirements of a job or profession. However, the care of the next generation is left totally to chance with no required education or training to be a parent.

People respond to being a parent in different ways:

1. Personality and temperament differences affect their role of parent.

2. They differ in what they find most enjoyable and least enjoyable.

3. The situations and needs of their children which give them the most concern may be different.
4. Single parents sometimes have concerns which differ from those present in two-parent families.

Application	Resources
The group brainstorms and makes a list on the blackboard of reasons why people become parents. The instructor adds to the list from content.	
The instructor reads the "Advertisement" to the group. The group discusses if they would consider themselves qualified for this position.	Handout B1: "Advertisement" Current Life studies, March, 1978
The instructor asks the group what special education and/or training they received for their job. The list is written on the blackboard in a column.	
The instructor then asks the group what special education and/or training they received for being a parent. Any ideas are also listed on the blackboard in a column.	
The instructor presents Rossi's four factors contained in Content to the group and the group contributes any preparation they think they received in their home or during pregnancy and share the feelings they experienced when they became parents.	
The instructor gives the exercise to the group. Group members complete the exercise. The instructor leads a discussion of the responses: 1. How do you feel about the words you chose to describe yourself as a parent? Was it harder to think of your strengths or your weaknesses? 2. What did you discover about what you enjoy most and like least about being a parent? 3. The instructor lists on the black board the situations and needs of children that parents are most concerned about as responses to these questions on the exercise are discussed.	Exercise B2: The Parent Experience

(continued)

Application

If this course is being team taught, the group may be divided into two small groups based on family configuration: single or two-parent families.

The instructor distributes the cartoons to the group. The idea that professions such as doctors, plumbers and hair dressers are required to have a license or meet certain requirements by a union or in other ways, but that having and raising a child, which has at least as much value as the other professions, requires no training, education or licensing. The group will consider what qualifications they would include in a license if one were required to be a parent. (The cartoons refer only to mothers, but the exercise should be done with both fathers and mothers in mind.)

Resources

Handout Cartoons: Sally Forth, by Greg Howard, Minneapolis Tribune, January 11, 12, and 13, 1982

Content

"Fathering"

Recent national studies show that people greatly overestimate time spent together in meaningful interactions that deepen relationships. It was found, in fact, that fathers in general spend about twelve minutes a day with their children.

It is no coincidence that co-parenting has been compared to "Walking down a bumpy road blindfolded." Fathers often perceive their paid work as their primary contribution to the family. However, with mothers also entering the workforce, this is no longer the sole role for the father.

Working parents can benefit from examining various aspects of what it means to be a father today; exploring how a father's job has an inpact on home life; identifying the joys, sorrows, and difficulties involved in being a father in the modern world; and identifying realistic personal goals and priorities leading to becoming a more active, involved parent. Mothers have a role to play in encouraging positively the involvement of father (or a more significant other or even grandfather)!

Application

"Does Fathering Repeat Itself?"

Fathers learn how to be parents from their fathers. Young sons watch and learn from their fathers. This exercise looks back and reflects on the strengths of participant's own strengths; if looks into the future and the strengths to be passed along; and it looks at the present to build a bridge from the past to the future.

Distribute, ask participants to fill out exercise, invite group sharing, especially on numbers 1-4

Points the film brings out:

1. Fathers represent in a positive way, what males are like and children generalize from fathers to older men.
2. Duties have always been interchanged, mothers and fathers are in different roles in all generations.
3. Being a father comes naturally through the daily, day-to-day caregiving. Fathers are the first to see their children at birth.
4. The father who cares, accepts the child, is interested in the child and is comfortable being physically affectionate.
5. Men's feelings of worth come from their parents, but the attention men received from their own father was valued highly.
6. Men learn from their own father what a father should be.
7. Men in the film honestly confronted the things their parents lacked as well as their strengths.
8. Quality time is stressed and visualized.

Resources

Handout B3: "Does Fathering Repeat Itself?" Developed by Mary Dooley Burns

Film: "Fathers" Produced by the American Society for Psychroprophlaxis in Obstetrics, 1980, available through Hennepin Technical Centers, North Campus (Video-Cassette or 16mm film) - contact Ellen Leger, HTC. (29 minutes)

Content

2. Overview of Development

Whether or not a parent is employed does not make a great deal of difference in the process of the basic development of a child. It is important that parents do not hold themselves responsible mistakenly for the growth and behaviors of the child that are actually part of normal development of their children.

There are certain developmental concepts that are extremely important for employed parents. These concepts relate to a developing child's needs and behavior, and can cause family conflicts if working parents are not aware of them. Children pass through predictable stages in growth and development. Each child is an individual and will develop at a rate that is right for her.

When parents recognize and understand stages of development, many parenting frustrations can be reduced and the enjoyment and fulfillment of watching a child develop is enhanced.

Child Growth and Development

In the words of Erich Evensen, "Life unfolds in an observable sequence. At various points in time there are critical events. Achievements are won or failures occur and the future is to some extent better or worse for it. What is won can be later be lost and rewon. The mind is not irrevocably set or determined by any one thing. - genes, mother's behavior, the environment but by a combination of everything and everyone both within and outside the flesh.

Application

Resources

Principles of Child Growth and Development" should be presented to parents so they realize ALL children go through the cycles but maybe at differents rates and ages.

Distribute and go through the information points as listed.

The growth charts are intended to be used as a resource for parents. The mental stage information has been drawn from the work of Jean Piaget. The Emotional stage information has been drawn from the work of Erik Erickson. When using them, it is important that these general principals be discussed:

1. A child's growth and development is a continuous, orderly series of changes.
2. These changes occur in the same order for each child, though the passage from one stage of development to another is gradual and cannot be seen as a clean-cut break.
3. There are "prime times" in a person's life for the development of certain personality or cognitive attributes.
4. Each child passes through these stages at his/her own rate of speed - on a time schedule that is particular to him/her alone.
5. The person channels her/his energy during each stage to master the emotional or cognitive task appropriate for that stage.
6. The emotional or cognitive issues present in any stage are not lost as the person moves through life. Instead, they are changed through elaboration and varying emphasis.
7. Each person must follow the sequence of stages. She/he cannot skip a stage, but people often vary at the rate at which they pass through each stage.

(Continued)

Application	Resources
8. Physical development occurs from the center out and from the top down.	
Note to the Teacher: Whenever a chart system is used to deliver information, some facts must be omitted because the chart is only a summary. Thus, the facts selected, can never wholly fit any one child. Also space limitations did not always permit repetition of points applicable to the succeeding stages.	
"Overview of Child Development for Working Parents." This is a very brief overview of development for working parents.	Handout B4: "Overview of Child Development for Working Parents," developed by Mary Dooley Burns
Distribute and use as a follow-up to handout B4, or make available as a resource for participants.	
Developmental Age and Stage Charts: A. "Handout for Parents of Infants" B. "Handout for Parents of Preschoolers" C. "Handout for Parents of School Age Children" D. "Handout for Parents of Adolescents"	Handout B5: A, B, C, & D, "Developmental Age and Stage Charts," materials drawn from: Louis L. Fine, M.D., After All We've Done for Them, J. McViker Hunt, Intelligence and Experience, Mary Ann Spencer Pulaski, Understanding Piaget, An Introduction to Children's Development Burton White, The First Three Years of Life, Minnesota Department of Health, Child Development Chart From Birth Through Sixteen Years
These are a bit more in depth presentations where Piaget's cognitive stages and Erick Erickson's emotional stages have been highlighted. They have been separated out to be more accessible to working parents with the appropriate age and stage child. These handouts might be used as resources for participants or as a basis for small group discussions where children would be grouped together. The teacher would then float from group to group answering specific questions and providing more information as needed.	

Sexuality

The aim of this section on sexuality is to provide resources that parents can use with their children. Sexual identity is defined as feeling good and comfortable with the sex I am. Sex roles are defined as societal expectations of males and females. Social learning theory states that sexual identify and sex roles are learned through social reinforcement.

Application	Resources
The teacher may not have enough time, or not all participants may be interested in sexuality as a topic for the entire group to discuss. However, there may still be parents who need and request information on the topic.	
Parents may feel that their children are out of their supervision more and now feel a need for educating their children about sexual assault.	
Handout on "Sexualty" matches the child's questions with appropriate developmental ages.	Handout B6: "Sexuality," Flight of the Stork, Bernstein
"The Touch Continuum" is a beginning way for parents to look at children's sexual assault.	Article B7: The Touch Continuum, by Cordelia Kent

Content

3. Guiding Children's Behavior: A Positive Approach

Discipline or guiding behavior is not just words, or techniques, or a set of rules. It is a total climate, ambiance, atmosphere of home and the way parents behave toward children in good and bad times. Sometimes we succeed, sometimes we fail. Parents modeling love and caring can be the most important factor.

Today we hear a lot of words used interchangeably when talking about guiding our children's behavior. Some are: discipline, punishment, misbehavior, guiding behavior, consequences, and rewards. With all these terms, is there any question why parents use a variety of techniques with their children. It is hoped the information provided will help parents distinguish among the techniques and get new ideas that fit with them and their children, especially, since employed parents experience a "time crunch."

Discipline contributes to a child's growth and development by teaching him or her to handle difficult situations. It is the parent's right and responsibility to provide discipline, so that a child may grow and learn to get along comfortably with others. Discipline is used to control negative behavior and to TEACH POSITIVE BEHAVIOR. Clarification of popular ideas about guidance and discipline values and practices is needed.

Application

"Questionnaire to Help You Clarify Your Ideas About Guidance and Discipline Values and Practices." Refer to "Guiding Behavior Teacher Resource" found in Content section. The teachers may choose to focus in on all six or less definitions surrounding behavior management; guiding, behavior, misbehavior, consequences, rewards.

Distribute the "Questionnaire To Help You Clarify Your Ideas About Discipline Values and Practices, ask participants to take a few minutes to define the terms. Then ask for feedback.

Next have the group return to the questionnaire and respond to handouts. "My Goals for My Child's Behavior" and "What Techniques, Behaviors, and Attitudes I Need to Use in Order to Help My Child Reach These Goals."

When this has been completed, discuss as an entire group or divide into small groups.

Resources

Exercise B8: "Questionnaire to Help Clarify Your Ideas About Guidance and Discipline Values and Practices"

Content

"GUIDING BEHAVIOR - TEACHER RESOURCE"

"Questionnaire to Help You Clarify Your Ideas About Guidance and Dicipline Values and Practices." My assumptions about appropriate behavior for children.)

Discipline from disciple: follower, student, pupil		Punishment	
teach	practice	penalty	disgrace
train	instruct	painful	consequences
diligence	educate	retribution	abuse
drill	self-control	loss	victimization
	prepare	fine	suffer
		humiliate	reprimand
		crack down	control

Discipline from disciple: follower, student, pupil	Punishment
- training or experience that corrects, molds, strengthens or perfects	- imposed, penance, penalty, control, gained by enforcing obedience of order
- enforces predetermined limit	- imposes power over another
- given for child's benefit	- little or not relationship between behavior & follow up
- behavior, not the child is bad	- given in angry tone, vents anger of parent
- firmness, consistency, provide security	- moral judgement is made, person is good or bad
	- dominating

Guiding Behavior	Misbehavior
- setting limits - they keep changing	- usually "parent language" for behavior contrary to parent's expectations
- helping child learn to control self and own behavior	- produces bad consequence for parent
- planned ahead of time (punishment is response after behavior)	- remember, all children's actions are behaviors, the child is behaving all day
- setting goals: order out of chaos	- consider aceptable behaviors vs. unacceptable behaviors
- has more positive connotation	- like everyone else children have needs and to get their their needs met they act or behave
	- children don't misbehave: they simply behave to get their needs met

Content

Consequences	Rewards
- results of behavior	- is an external reward - does not help learn self-discipline
- something happens as natural result	- you learn to please others
- natural consequences: no interference from adults	- an internal reward: given to self for doing a good job can learn self-discipline and realize self-esteem
- can easily turn into punishment by getting angry at the child	- use encouragement instead of rewards
- have to resist using "I told you so" comments and attitudes or telling a child what to do next time, etc.	

Content

Discipline and Punishment

For some, parental authority is a given. It is assumed that as parents, they make the rules and children follow them without questioning. Other parents see their children developing habits which they will take into adulthood and they want to eliminate their negative traits while reinforcing positive ones. As a result, some parents choose punishment for their style of guiding behavior. For these parents, it is important to inform them how to use punishment effectively.

Application	Resources
"Let's Stop Confusing Discipline and Punishment" Some parents choose punishment for their style of guiding behavior. It is important to clarify how to use punishment so that it is most effective. Have parents read the handout "Let's Stop Confusing Discipline and Punishment." Follow with the next exercise.	Handout B9: "Let's Stop Confusing Discipline and Punishment" from Today's Child, January, 1963
"Toward Effective Punishment" This exercise clarifies what research has found produces the best results with the least amount of upset to the parent-child relationship. Work through the handout on "Toward Effective Punishment." Ask group to brainstorm other common situations. Divide up according to ages of children i.e. parents of preschoolers, school age, and adolescent children so that their examples will be most appropriate. Possible scenarios: 1. Preschooler leaves the neighborhood to play, saying she/he can do that at her/his care home. 2. On way home from work, you see you school age child riding her/his bike out of the preschool boundaries. 3. When you arrive home from work, you discover your young teenager has friends over without your permission. A rule you feel needs compliance.	Handout B10: "Toward Effective Punishment," developed by Mary Dooley Burns
"Cautions and Considerations About Punishment" Present the information on the handout as other considerations parents who choose to use punishment should keep in mind. Distribute the handout as a resource for participants.	Handout B11: "Cautions and Considerations About Punishments," developed by Mary Dooley Burns

FOR TEACHER: "YOUR VERBAL MESSAGES OF DISCIPLINE"

		EFFECT ON CHILD
1.	Shaming	Makes the child feel bad about him/herself.
2.	Comparison with others	1. Makes child feel bad about himself. 2. Encourages child to judge self by what others do rather than setting own internal goals.
3.	Scaring a child with threats to his security	1. Fear that significant parent will put him in a vulnerable position. 2. Establishes a pattern of dishonesty in adults dealing with children. Child will not believe what the adult says.
4.	Threat of withdrawal of love	1. Fear of losing basic security.
5.	Bribes	Encourages child to think that compliance with adults should be contingent upon material reward.
6.	Name calling	Make a child feel worthless.
7.	Silent withdrawal of adult: not talking about obvious conflict	1. Encourages the child not to deal with conflict. 2. Allows the child to misinterpret the meaning of the adult silence.
8.	Making child apologize when she does not feel sorry	Teaches the child to deny his true feelings and act in a dishonest way.
9.	Assuming that the child is to blame for something without knowing for sure	1. Makes a child feel wronged without being given a fair hearing. 2. Makes a child feel that assigning blame is more important than solving the problem.
10.	Making all decisions for child	1. Teaches child that he/she is incapable of doing anything for self. 2. Teaches child that he/she doesn't have good judgement; therefore is not competent.
11.	Bringing up old mistakes of child	1. Makes child fear that he/she will not be forgiven for mistakes made. 2. Opens painful wound repeatedly.
12.	Laughing at child	Makes child feel worthless.

Materials drawn from the work of Ann J. Carlson.

Application

"Your Verbal Messages of Discipline" (Refer to the teacher's copy in Content)

Distribute this handout to participants. Go over together the preface paragraph (see below). Ask participants to go through the exercise thinking of a family-life situation. Then ask participants to reflect in their own work situation:

Do these kinds of messages occur?
Who is sending them?
What are the effects?

Allow time for the group to share their reactions.

Preface instructions for exercise:

Your Verbal Messages of Discipline

Included is a collection of widely-used methods of child discipline. On the surface each seems to be a legitimate and effective response to child behavior. But consider them from the child's perspective and ask yourself: what is my parent really saying to me? Are the words respectful or subtly disrespectful? Do I feel motivated to want to cooperate? Do I feel encouraged (good) about myself? In the space on the left, record the effect you believe each technique had on yourself or might have on children.

"Plain Talk About How to Deal with an Angry Child"

"Plain Talk About Raising Children"

"Basic Principles in Dealing with Children

These three articles have been included as teacher and participants resources.

Resources

Exercise B12: "Your Verbal Messages of Discipline," developed by Mary Dooley Burns with Ann J. Carlson

Handout B13: A, B, "Plain Talk" Department of Public Welfare State of Minnesota

Handout B14: "Basic Principles in Dealing with Children," materials drawn from Dr. Rudolf Dreikurs, Children: The Challenge

Content

Messages Parents Received as Children

All parents want to do the best they can for their children. All want their children to grow up and "make it" in this world. Perhaps it is this overwhelming responsibility coupled with how parents were raised as children that contributes to the sometimes harsh treatment of children. "Your Verbal Messages of Discipline" is a way for participants to think back to their own childhood and check how they may have felt. It is also an exercise where participants can apply the material to their relationship with their child and a way to check out messages they are receiving at work.

Encouraging Cooperation, Communication and Positive Behavior

Many working parents feel confusion over taking a different path than the one they were taught in childhood. It is hard to pull out of a situation and rethink how it might have gone. As a busy parent, there are many options you have available as alternate methods of child guidance and discipline.

Read the following poem:

> "Throw away thy rod,
> Throw away thy Wrath,
> Take the gentle path."
>
> George Herbert.

It is especially hard to discipline our children when we feel clashes within ourselves and the messages to be a "perfect parent" with "perfect children" for society. This is a myth. What parents can do is look at alternative methods that encourage cooperation, communication and positive behavior rather than the sometimes undefinable perfection.

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Application	Resources
● "The Five Myths That Sabotage Your Positive Attempts at Parenting" Display the 5 points for participants to see, ask for feedback. Share that the 5 points are myths that can sabotage parent's best parenting efforts. Next distribute the handouts. Go through each point and discuss the facts.	Handout B15: "The Five Myths that Sabotage Your Positive Attempts at Parenting," drawn from "The Basics of Practical Parenting," Ken Marlen
● "Alternative Methods for Child Guidance and Discipline"	Handout B16: "Alternative Methods for Child Guidance and Discipline," developed by Mary Dooley Burns
● This has been included as a teacher resource and as a participant resource. "Words and Actions That Encourage" Distribute to participants. Encourage participants to work through the exercise individually, using words and phrases that most sound like their everyday language. If the words don't feel right invite them to insert their own. Ask those who wish, to share their ideas with the entire group.	Handout B17: "Words and Actions That Incourage," developed by Mary Dooley Burns

4. Fostering High Self Esteem

How your child feels about herself affects how she will live her life. She needs to know she is lovable and worthwhile, and feel that she is competent to handle herself and her environment. High self-esteem should not be mistaken for conceit, rather your child's comfort abut being who she is.

Dorothy Corkille Briggs describes self-esteem as a "quiet knowing that 'gee, I'm really glad I'm me." This author goes on to describe a person who had high self-esteem as having these characteristics:

- stress resistance
- able to get along
- sense of well being
- inner convictions
- a productive member of society

When people start working on their own self-esteem those around also benefit. A promise to be good to yourself can help you be good to those around you - at work and home. Participants can build self-esteem along with their child's. (See "Suggestions for Building Self-Esteem.")

Many people think the search for identity begins in the teen years. Actually the process starts long before - it is as babies and young children that people start to look for "me."

We all want to be special. We all need to feel that we are unique, and that we occupy a special place in the world. Most of all, we need to be noticed and respected by other people. Only in this way can we become secure and independent adults.

Unit IV, Part B, on Adult Self-Esteem contains more information related to this topic.

There have been over 2,000 studies done in the field which emphasize the importance of self-worth. One way of boosting self-esteem is to listen to daily messages. We often will allow and accept negative comments as true if they somehow vaguely fit our perception of ourself: "How can you live like a slob?; the one night out of the week you decided to sit down and look at a magazine rather than doing house work. We rarely let in a positive remark or comment unless it "fits us like a glove." "Gee, I'm glad you're here today to help on this project" when you feel tired at work or "Mom, this chicken is great." "You're the best cook," when you overcooked the broccoli.-

We are affected negatively or positively by the cumulative experiences in our lives. Growth of identity is a lifelong process. Many persons and things will affect a child's identity. No other experience, however will be as enduring as a parent's responses during the first years of life. Nothing can replace the reflections of parents who know their children, care for them, and use this knowledge and affection to help their children "become."

Affirmations

Affirmations are messages for health and growth that have been identified by Pam Levine Landheer in her book Becoming the Way We Are. The author lists the messages that people with low self-esteem needed to hear and have identified and the ages at which each should start. Think of the affirmation as a chain where at each stage another link is added but the proceeding links are no less important. The affirmations from the previous stages need to be continually retold to build the strongest affirmation chain in each person.

We tell children how we expect them to behave and feel about themselves by what we say to them and about them. Affirmations are one of the most important tools in building positive self-esteem.

The affirmations last a lifetime. Encourage parents to use affirmations with those that they live and work with. Keep in mind or near by during difficult telephone conversations. Take to the office for reaffirming themselves and others.

Application	Resources
Pass out the poem "Everybody Says" Facilitate a discussion about participant's own experiences and those of 13 their children: - Where participants compared as children to others? - How did it feel? - Do they, compare their children? - Consider "self-fulfilling prophesy" vs inherited likenesses. Assure parents that a child with high self esteem con develop self reliance and cope more positively with the strains of work-family lifestyle.	Handout B18: "Everybody Says," Dorothy Aldis
"Be Good to Yourself" When people start working on their own self esteem, those around them benefit. Use the handout as a resource for a mini lecture or distribute and lead a discussion around the four major points listed. Tell parents one of the best ways to encourage a child's self esteem is to treasure their own.	Handout B19: Be Good to Yourself," Be Your Own Santa Claus, Sandra Gordon Stolz, 1978
"Suggestions for Building Self-Esteem" This handout touches briefly on many concepts of good communication. Distribute and ask participants to read through. Ask for reactions or questions. Lead a discussion around the points about which the group needs more information.	Handout B20: "Suggestions for Building Self-Esteem," workshop presentation by, Claudia Freund
"Boost Your Child's Self Esteem" Have Participants complete, may break into small groups share); report additions.	Handout B21: "Boost Your Child's Self Esteem," developed by Mary Dooley Burns
"Boosters and Belittlers" The focus of this exercise is to have participants listen more closely to the daily messages they receive and send. Distribute the exercise and ask participicpants to fill it out. Allow time and invite those who wish to share their perspectives regarding the exercise.	Handout B22: "Boosters and Belittlers," from Celebrate Yourself Dorthy Corkill Briggs, 1979

(continued)

Application	Resources
Suggest that participants reverse the negative (belittlers) cycle and begin to focus on all the positive messages, (boosters) even if they fit a small percentage of the time. And do not focus any negative messages unless they exactly fit.	
"A Memorandum From Your Child" This handout is to be passed out as a resource for participants to take home.	Handout B23: "A Memorandum From Your Child" The King's Business Magazine
"7 Ways to Hug Your Kid" Offer the handout to participants as a way of boosting their child's self esteem. Negative self-attitudes can be changed and positive self-attitudes heightened by providing children with a nurturing climate of acceptance and experiences with success.	Handout B24: "7 Ways To Hug Your Kid," Minnesota Department of Welfare
Film: "Identity: The I's Have It." This is a 20 minute color drama that takes place in a white middle class working parents' family with two children. Discusses need recognition, independence and ownership.	A Footsteps Film Developed by Institute for Child Study. University of Maryland College Park, Maryland. Available through Minnesota Curriculum Services Center
"Affirmations" Use as an instructor resource or a handout. Have parents write affirmations to fit their child's age. "Affirmation Charts" The charts feature sheets with developmental stage of affirmations. Go through the entire set with participants. You may encourage parents to compare with the previous developmental stage theories listed in the "Focus on Children" unit.	Handout B25: "Affirmations" C. Annette Pattie, Associate Director, "Mothers, Fathers and Others," Minneapolis, Minnesota

Application

Annette Pattie suggests the best way for a person to start believing affirmations is to practice them:

- * Say them to yourself
- * Ask others to say them to you
- * Listen to the words
- * Feel inside what the messages are saying to you
- * Read them out loud
- * "Know" that you are worthy to receive and believe them

Resources

Content

5. Spending Quality Time With Children

Employment rates are growing for all women and more recently for mothers with infants and toddlers. From all indications, the trend for mothers to become employed will continue. Many parents worry about the effects of working mothers on their child's development.

A discussion of "quality" vs. "quantity" time is included in this session. However, to better deal with the guilt mothers express about having NO time, can be relieved somewhat by sharing recent research findings. Such findings are listed on the handout : "What Research Says About Working Moms and Their Children."

Quality time: there's been much talk about the subject. Quality time is full, unhurried attention. It can be peaceful and rewarding for both parties and can be a time for open listening, "taking in" the other person, trying to understand the other's point of view. The idea of "quality time" can dangerously lead a person to believe it's a regular, perfect and glowy time with a child. In reality, wonderful moments happen with children, but hardly because we've planned them, or slotted them into a "quality time" slot.

Application

"What Research Says About Working Mothers and Their Children"

The focus of this information is to support an employed mother's perspective and to show that to date her employment has not been shown to be detrimental to children. The handout can be used as the basis for a mini lecture or as a resource for participants.

The handout "Quality Time, Quality Interactions" offers a model of the five meaningful levels of presence. Distribute the handout and work through each of the levels.

Level 1

Mental Closeness, thinking about the person is the lowest level. It is important to let the person know you thought about her/him even though you are away.

Level 2

Physical proximity, being near the person, not talking, or watching or touching, but enjoying each other's presence.

Level 3

Talking to the person whether long distance or face-to-face conversations.

Level 4

Looking at or watching the person, especially when talking to them.

Level 5

Touching the person is the highest level - when you care enough to express yourself with a touch.

Have participants think about various times of the day and think about what they do around the people they live and work with. Use the points on the handout for a "score."

(continued)

Resources

Handout B26: "What Research Says About Working Mothers," "Maternal Employment: 1979," Lois Wladis Hoffman

Handout B27: "Quality Time, Quality Interactions," Prime Time Parenting, Kay Kuma, 1980

Application

Resources

Example: You've had a long day at work. You make an extra stop at the grocery store to pick up ingredients for your children's favorite dish. You walk in the door and go immediately into the kitchen to prepare supper.

SCORE 1 Point because you thought about what your children like to eat. Another scene:

You've had a long day at work and consider stopping off at the grocery store for ingredients for your children's favorite dish. (1 point). You phone them, ask if that's what they'd like for dinner and let them know you're on the way home (2 points). One of the older children offers to run up to the corner store to get the ingredients you need.

You come home from work and enter the family room to greet each child (talking 3 points). You mentioned you were wondering about the math test during your coffee break and how the birthday party went at day care. (1 point, thinking about them even though you were away). Next you share a joke you heard at work today and watch them grown and giggle (4 points for looking). You mention it's time to begin dinner, thank the one who ran to the store, kiss each on the head and proceed into the kitchen (5 points for touching). When the score is added the total is 16 POINTS.

In conclusion, encourage participants to make the most of the available and "teachable moments." Consider that the Greeks have two words for them:

Chronos (crow-noss) is a word that is used to measure time as in hours, minutes, decades. English uses it for the root for chronicle, chronology, "It is 10:30 a.m."

(continued)

Application	Resources
Kairos (Key-ross) carries the meaning of appropriateness, ripeness, openness, and season. The kairos moment is the teachable moment, the moment when things are just right for correction, encouragement, affection, questions or answers.	
Consider kairos as quality time.	
The handout "Quality Time with Tots" is written by an editor of a scholastic magazine who has many clever, creative "Quality Time Activities" but who in reality does some of them some of the time with her own children. She has included recognition of the fact that children may be busy with other activities during the time parents have set aside for "Quality Time."	Article B28: "Quality Time with Tots," Jean Marzollo, Working Mothers, July, 1980
Pass out "Quality Time with Tots." Encourage parents to think of low key activities they regularly do: When their children are close by and could hold a conversation with (folding clothes, weeding the garden, sweeping the basement). That children could be included in (mowing the lawn, fixing a meal or snack). When their children are along and could recite poetry, sing songs, etc., together (driving home from child care, bathtime, while doing dishes).	
"Ten Good Activities for Parents and Young To Share If They Want To" is a continuation of "Quality Time With Tots." The list includes some general suggestions for low key activities parents and children may decide to do together. The article is based on the fact that it is not always realistic to set aside time for "Quality Interactions."	Article B29: "Ten Good Activities," Jean Marzollo Working Mothers July, 1980
Pass out "Ten Good Activities for Parents and Young Children to Share if They Want To" as a resource for times parents want to do something just with their child.	

Content

6. Countering Learning of Stereotyping

Purpose of unlearning sex role stereotypes

It is important that we help children unlearn sex role stereotypes in order to:

- Help children develop into their full potential so they won't be limited by their gender to their choice(s) of careers, their interests, the kind of person they are to be, or the qualities they will have.

- We need to help children be critical of cultural forces that do or attempt to limit us. A "real" man or woman act...looks...in a certain way.

It is time that we understand and confront the damaging effects of traditional conceptions of sex roles. Boys and girls are not polar extremes. Society should accept boys who are dependent and gentle as well as girls who are strong and assertive. It is time society recognized the universal and fundamental human qualities of all its children, and its importance for future generations of working families.

Application	Resources
"Counter Sex-Role Stereotyping" brings into focus for parents how children can unlearn sex role stereotypes. Distribute and lead a discussion focusing on good role models and the effects of T.V.	Handout B30: "Countering Sex-Role Stereotyping," Parenting for Peace and Justice Kathleen McGinniss
"Roles" This exercise is a way for participants to identify some role expectations they have for a son or daughter. Distribute the handout to participants and ask them to check the characteristics they want for a son or a daughter. When completed, have participants compare and discuss their choices.	Exercise B31: "Roles" Mary Dooley Burns
"A Small Survey" "A Small Survey" summarizes the findings of a survey done in purchasing children's toys. This also offers an assignment or task participants can do to help clarify and identify the sex role stereotyping to which children are exposed. This is included for as a teacher resource and to be shared with participants as a home assignment.	Handout B32: "A Small Survey," developed by Mary Dooley Burns
"10 Quick Ways to Analize Children's Books for Racism and Sexism"	Article B33: "10 Quick Ways to Analize Children's Books for Racism and Sexism" Council on Interracial Books for Children

7. Reading Resources for Parents and Children

GUIDING BEHAVIOR

Parent References and Resources:

A Guide to Discipline, Jannette Galambos Stone, NAWYC Washington, 1969.

A Parent's Guide to Children The Challenge, Lawrence Zuckerman, Valerie, Zuckerman, Rebecca Dosta, Michael T. Yura, Hawthorn Book, New York, 1978.

The Challenge of Parenhood, Rudolf Dreikurs, Hawthorn Books, New York, 1958.

Children The Challenge, Rudolf Dreikus, Hawthorn Books, New York 1964.

Momma, The Sourcebook for Single Mothers, Karol Hope and Nancy Young, New American Literary, New York, 1976.

Parents Are Teachers, Wesley C. Becker, Research Press, Champaign, Illinois, 1971.

Prime-Time Parenting, Kay Kuzma, Rawson, Wade, New York, 1980 (excellent)

Right From the Start, A Guide to Nonsexist Child Rearing, Selma Greenberg, Houghton Mifflin, Boston, 1979.

Single Parenting, A Practical Resource Guide, Stephen L. Atlas, Prentice-Hall, Englewood Cliffs, New Jersey, 1981.

Systematic Training for Effective Parenting, Don Dinkmeyer and Gary D. McKay, American Guidance Services, Circle Pines, Minnesota, 1976.

What Every Parent Shoud Know, Thomas Gordon, National Committee for Prevention of Child Abuse, Chicago, 1977.

GUIDING BEHAVIOR

Children's References and Resources

Daddy Is a Monster...Sometimes, Steptoe, John, J. B. Lippincott, New York, 1980
(Summary: Bweela and Javaka relate the incidents that make Daddy a monster in their eyes).

Getting Along with Your Friends, Phyllis Renolds Naylor, Abingdon, Nashville, 1980.
(Summary: A self-help approach to making and getting along with friends, exploring the purpose of friendship, understanding the feelings and behavior of oneself and others and changing one's behavior. For upper elementary).

I Was So Mad, Norma Simon, Albert Whitman, Chicago, 1974.
(Summary: Text and pictures relate to situations which sometimes result in such reactions as frustrations, anxiety, humiliation and loss of control).

Kate Rose is Mad, Carol Nicklaus, Platt and Munk, New York, 1975.

Sometimes I'm Jealous, Jane Werner Watson, Robert E. Switzer, Jo. Cotter Hirschberg, Golden Press, New York, 1972.

Sometimes Mama and Papa Fight: Marjorie Weinman Sharmat, Harper and Row, New York, 1980.

SELF ESTEEM

Children's Resources:

Butcher, Baker, Cabinetmaker, Photographs of Women at Work, Abigail Heyman and Wendy Saul, Thomas Y. Crowell, New York, 1978. (Summary: Photographs and text introduce women employed in jobs traditionally reserved for men).

Exactly Like Me, Lynn Phillips, Lollipop Power, Inc., Chapel Hill, 1972.

Good and Bad Feelings, Mark L. Stein, William Morrow and Co., New York, 1976. (Summary: Analyzes the human emotions of anger, love, fear, happiness, and sadness).

How Does It Feel...?, Joyce Strauss, Human Sciences Press, New York, 1979. (Summary: Presents 40 questions intended to stimulate discussion of feelings).

I Can Be Anything You Can Be, Joel Rothman, Scroll Press, New York, 1973.

I Feel, Beorge Ancona, E. P. Dutton, New York, 1977. (Summary: Photographs explore inner feelings common to everyone).

I Know I'm Myself Because..., Polly Greenberg, Human Sciences Press, New York, 1981. (Summary: Describes ways in which a person discovers her or his identity).

Millicent The Monster, Mary Lystad, Harlin Quist, New York, 1968.

The Afraid Book, Alvin Granowsky, H. D. C. Health and Company, 125 Spring Street, Lexington, Massachusettes, 1973.

We Got This New Baby at Our House, Janet Senberg, Avon, New York, 1980. (Summary: How a child feels when a baby sister or brother is born).

FATHERS

Parent Resources

The House Husband's World, Hakon Torjesen, The Garden, Eden Prairie, Minnesota, 1979.
Romantically written by a father who with his wife, agreed to switch family roles very 10 years. The author lives on a small farm and draws many of his analogies and philosophical bases from farm life.

The New Male, Herb Goldberg, The New American Library, Inc., New York, New York, 1980.
A basic idea behind the book is "Women bend, and men break." The author confronts traditional masculinity as well as the new liberation crunch where men get the "worst of both worlds." The author drives home in each chapter ways men can become more a satisfied, fulfilled, and relaxed person. Eye opening chapter for feminists to consider broadening rather than raising expectations and how these relate to male/female relationships.

How to Father, Fitzhugh Dodson, Hash Publishing Company, Los Angeles, 1970.
Aimed at the father - married, widowed, divorced. The appendix is fully one fourth of the book full of ideas like "A Father's Guide to Toys," "Equipment a Father Can Make," Survival Kit for Fathers. Annotated Bibliography.

Father Power, Henry Bilter and Dennis Meredith, David McKay Co., New York, 1975.
Authors cover "special fathers: divorced, adoptive, older, handicapped, widowed, unwed, stepfathers, and black fathers.

Fathering, Maureen Green, McGraw-Hill, New York, 1976.
The author looks at the problems men are finding in fatherhood, changes that are affecting their performance, and the necessity of their continuing to be involved in the upbringing of the next generation. The author has been on the staff of Time magazine. The style is witty, full of information, and free of crusading fervor.

"Beating Time/Making Time: The Impact of Work Scheduling on Men's Family Roles," Susan Golden and Jane Hood, The Family Coordinator. Vol. 28. October, 1979, No. 4, pp. 575-582.

Fathering. Maureen Green, McGraw-Hill, New York, 1976.

"The Keeping Fathers of America," Joseph W. Maxwell, The Family Coordinator. Vol. 25, October, 1976, No 4, pp. 387-392.

"Male Participation in Home Life: Impact of Social Support and Breadwinner Responsibilities or Allocation of Tasks," Laura Lein, The Family Coordinator. Vol. 28, October, 1979, No 4, pp. 489-495.

Ourselves and Our Children, Boston Women's Health Book Collection, Random House, New York, 1978.

FATHERS

Resources for Children:

A Man Can Be, Susan Kerapler, Doreen Rappaport, Michelle Spirn, Photographer: Russel Dain, Human Sciences Press, New York, 1981.
(Summary: Text and photographs illustrate the emotions and characteristics of a man).

Daddy Is a Monster...Sometimes, John Steptoe, J.B. Lippincott, New York, 1980.
(Summary: Bweela and Javaka relate the incidents that make Daddy a monster in their eyes).

How to Tell a Mother From a Father, Alvin Granowsky, illustrator: Joan Arfe, D.C. Health and Company, Lexington, Massachusetts, 1973.

Just Me and My Dad, Mercer Mayer, Golden Press, New York, 1977.

My Daddy Don't Go To Work, Madeena Spray Nolan, Illustrator: Jim LaMarcke, Carolrhoda Books, New York, 1978.

One More Thing, Dad, Susan L. Thompson, Illustrator: Dora Leder, Albert Whitman and Company, Chicago, 1980.

What Mary Jo Shared, Janice May Udry, Illustrator: Eleanor Mill, Scholastic Book Services, New York, 1975

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SEX INFORMATION AND EDUCATION RESOURCES

For Children:

How Babies Are Made, Andrew C. Andry and Steve Schepp, Time-Life Books, 1974.
(Summary: A story of reproductions in plants, animals and humans told through the use of color photographs and paper sculptures. Factually accurate and simple enough to be understood by the youngest child).

The Wonderful Story of How You Were Born, Sidonie M. Gruenberg, Doubleday, 1970.
(Summary: The first part will serve to answer a preschooler's general questions; the second half offers more detail to answer a somewhat older child's queries. Includes a valuable guide for parents).

For Preteens and Young Teens:

Love and Sex and Growing Up, Corinne B. Johnson and Eric W. Johnson, Lippencott, 1977.
(Summary: Straightforward, comprehensive and well written guide for parents to use with children between the ages of 9 and 13, or for older children to read on their own).

Love and Sex in Plain Language, Eric W. Johnson, Bantam Books, 1979.
(Summary: Provides basic information on sexuality and emphasizes that sexuality should always be seen in the context of one's total personality, and be expressed in responsible, respectful relationships).

Period, JoAnn Garner-Loulan, Bonnie Lopez and Marcia Quackenbush, New Glide, 1979.
(Summary: Reassuring book about menstruation, explaining that all girls are normal and at the same time girls are special. Includes personal narratives).

For Older Teenagers;

Learning About Sex: A Contemporary Guide For Young Adults, Gary F. Kelly, Barron's Educational Series, 1977.
(Summary: Without neglecting basic factual information, this book focuses on attitudes and the process of sexual decision-making. Highly recommended).

Sex is For Real: Human Sexuality and Sexual Responsibility, Willard Dalrymple, McGraw-Hill, 1969.
(Summary: Encompasses every aspect of human sexuality: biological, sociological, psychological, and philosophical issues. Includes a discussion of marriage and sex education for children and is thus profitable reading.for parents).

SEX INFORMATION AND EDUCATION RESOURCES

For Parents:

The Family Book About Sexuality, Mary S. Calderone and Eric W. Johnson, Harper and Row, 1981
(Summary: A creative, comprehensive approach to a family's understanding of the sexuality and sexual concerns of all its members. Includes an encyclopedic glossary of terms).

The Flight of the Stork, Anne C. Bernstein, Delacorte, 1978.
(Summary: A book for parents illustrating how to explain reproduction in terms suitable to children's understanding at various age levels).

When Children Ask About Sex, Ada M. Daniels, and Mary B. Hoover, Jewish Board of Family and Children's Services, 1974. ($1.25)
(Summary: A booklet that for parents that encourages the healthy sexual development of their children from birth on. Parental attitudes discussed candidly as well as what sex information to give each child at each stage of development).

INFORMATION ON CHILD SEXUAL ASSAULT

For Children:

Red Flag, Green Flag People, Joy Williams, Illustrators: Mary Kay Appel and Kecia Softing, Rape and Abuse Crisis Center of Fargo-Moorhead, P.O. Box 1655, Fargo, North Dakota, 58107.
(Summary: A prevention coloring book that helps children understand and explain sexual assaults. Highly recommended even for the youngest child).

For Parent:

He Told Me Not to Tell, King County Rape Relief, 305 South 43rd, Renton, Washington, 98055.
(Summary: A parent's guide for talking to your child about sexual assault. A guide for where, when and how to start and what to say to a child. 25 pages. Excellent and highly recommended).

SELF ESTEEM

Parent Resources:

Becoming the Way We Are, Pam Levin Landeer.

Celebrate Yourself: Making Life Work For You, Dorothy Corkille Briggs, Double Day, New York, 1979.

Peoplemaking Because You Want to be a Better Parent, Virginia Satir, Science and Behavior Books, Inc., Palo Alto, California, 1972.

Self Esteem: A Family Affair, Jean Illsley Clark.

Self Esteem, Virginia Satir, Celestial Arts, Millbrae, California, 1975.

Why Am I Afraid to Tell You Who I Am, Argus Communication, Chicago,.

Your Child's Self-Esteem, Dorothy Corkille Briggs, Doubleday, New York, 1975.

Books Condensed Onto Cassette Tapes

Born to Win Transactional Analysis with Gestalt Experiments, Muriel James and Dorothy Jongeward. Success Motivation Institute, Inc., 5000 Lakewood Drive, Waco, Texas, 76710.

Your Child's Self-Esteem, The Key to His Life, Dorothy Corkille Briggs, Success Motivation Institute, Inc., 5000 Lakewood Drive, Waco, Texas, 76710.

Handout B1

Advertisement

Would you consider yourself qualified to apply for this position:

"Challenging opportunity for man or woman; must be self-started who works well in small group. Should have good working knowledge of developmental psychology; first aid, nutrition, sports and games, arts and crafts. Background is law, budget management, interior design and values clarification required. Experience as referee, umpire and social director helpful. Must also show strong abilities in academic counseling and vocational planning, veterinary medicine and TV repair skills a plus. Must be warm, loving and patient, yet able to set consistent limits. Will be responsible for important policy-making decisions."

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Exercise B2

THE PARENT EXPERIENCE

1. List 5 - 10 words or phrases that describe you as a parent, (both strengths and weaknesses).

2. What do you enjoy most about being a parent?

3. What do you like least about being a parent?

4. What situations give you most concern as a working parent? (such as a sick child)

5. What needs does you child have that you think you cannot meet because of work or your personality?

6. What needs of your child are you meeting?

Developed by C. R. Nirenstein and M. D. Jones.

Handout B3

Does Fathering Repeat Itself?

1. What did you learn form your father about what a father should be? (Teach you something, take you fishing...)

2. What were the times your father specifically spent with you that were particularly memorable?

3. List particular strengths your father passed on to you that you also want for your children.

4. List several qualities you didn't receive as a child that you hope to give your child.

5. List what you need along the path to becoming a committed, interested, involved parent.

    a. Within Yourself:

    b. At work:

    c. At home:

Developed by M. Burns.

Handout B4

"Overview of Child Development for Working Parents"

Infants

- need a person who will give them regular and continuous contact.
- At about 7-8 months the "separating anxiety" stage occurs. The baby screams and wants you when you leave. This is a normal, health developmental sign and indicates your child is gaining a new sense of self. This occurs whether you are with the child all day long or away at work.

Toddlers

- are beginning to take their first steps toward independence, and continue to need people that give attention and affirmation of worth.
- All children at this stage begin to test out parent-imposed limitations. The child is not showing resentment of your working.
- The toddler needs firm, gentle, consistent guidance.

Preschoolers

- are becoming more interested in other children, friends become extremely important.
- These children need an environment where they can be active and have lots of opportunities to handle, use, work, operate, and maneuver materials, toys, stories, songs and fingerplays.
- College achievement is not attached to preschoolers who are drilled in number and letter work. Employed parents can better spend their time talking with their children about every day experiences, including their in-home activities.
- Research has found that the "most effective reading instruction" for preschooler comes as a result of parents using books with their children, NOT as a result of deliberate decision to TEACH reading. Therefore parents on the job, let go of your "teacher" job and become an explorer, investigator and problem solver with your preschooler. It's more fun that way!

School Age Children - Children about this age begin to prefer their own activities and friends. This should not be seen by working parents as "rejection." Working parents with limited time to spend with their own children can recognize this social need and invite friends to visit or accompany the family on its outings together.

The Teen Years - During these years your child's first loyalty is to friends, NOT parents. This would be true, even if you were with your child all day long. It is NOT due to being an employed parent.

- The child is moving toward independence, both physical and emotional, and would even if you weren't employed.
- A suggestion is to "contract" with your child, or make regular "dates" that you all are comfortable with, rather than one that is imposed by you.

Developed by M. Burns, materials drawn from, Prime Time Parenting, Kay Kuzma and Single Parenting, Stephen Atlas.

UNIT V

Handout B 5-A

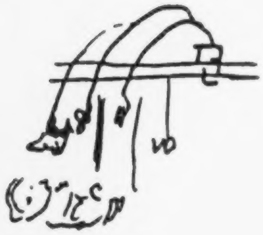
FOR PARENTS OF INFANTS

MONTH BY MONTH PLAY CHART

BIRTH TO 1 MONTH

Babies like to:
- SUCK
- LISTEN to repeated soft sounds
- STARE at movement and light
- Be HELD and ROCKED

Give your baby:
- Your TALKING and SINGING
- LAMPS throwing light patterns
- Your ARMS



1 MONTH

Babies like to:
- LISTEN to your voice
- LOOK up and to the side
- HOLD things placed in their hands

Give your baby:
- A lullaby RECORD
- A MOBILE overhead
- PICTURES on the walls
- Your FACE near his

2 MONTHS

Babies like to:
- LISTEN to musical sounds
- FOCUS especially on their hands
- REACH and BAT nearby objects
- SMILE

Give your baby:
- A MUSIC BOX or a soft MUSICAL TOY
- A soft security CUDDLE TOY tied to crib
- Your SMILE

3 MONTHS

Babies like to:
- REACH and FEEL with open hands
- GRASP crudely with two hands
- WAVE their fists and WATCH them

Give your baby:
- MUSICAL RECORDS
- RATTLES
- DANGLING TOYS

4 MONTHS

Babies like to:
- GRASP things and LET GO
- KICK
- LAUGH at unexpected sights and sounds
- Make CONSONANT SOUNDS

Give your baby:
- BELLS tied to their crib
- A CRIB GYM
- More DANGLING TOYS

5 MONTHS

Babies like to:
- SHAKE, FEEL and BANG Things
- SIT with support
- PLAY PEEK-A-BOO
- ROLL over

Give your baby:
- A HIGH CHAIR with a rubber SUCTION TOY
- A PLAY PEN
- A KICKING TOY

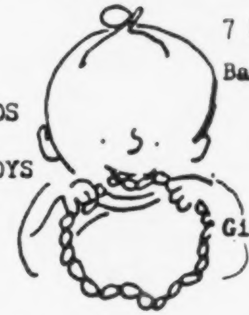
---

*Adapted from: Sandra Streepey's Your Child from Birth to Two Years: a comprehensive guide to educational materials, Vol. I, The Learning Child, Inc., New York, New York, 1971, pp. 86-89.

6 MONTHS

Babies like to:
- SHAKE, BANG and THROW THINGS DOWN
- GUM objects
- RECOGNIZE familiar FACES

Give your baby:
- Many HOUSEHOLD OBJECTS
- Tin CUPS, SPOONS and pot LIDS
- Wire WHISKS
- A CLUTCH BALL and SQUEAKY TOYS
- A TEETHER and GUMMING TOYS



8 MONTHS

Babies like to:
- PIVOT on their stomachs
- THROW, WAVE and BANG toys together
- LOOK for toys they have DROPPED
- Make VOWEL SOUNDS

Give your baby:
- SPACE to pivot and creep
- 2 TOYS at once to BANG together
- Big SOFT BLOCKS
- A JACK-IN-THE-BOX
- NESTED plastic CUPS

10 MONTHS

Babies like to:
- POKE and PROD with their forefingers
- PUT THINGS IN other things
- IMITATE SOUNDS

Give your baby:
- A big PEG BOARD
- Some CLOTH BOOKS
- MOTION TOYS

7 MONTHS

Babies like to:
- SIT alone
- USE their FINGERS and THUMB
- NOTICE CAUSE and EFFECT
- BITE on their FIRST TOOTH

Give your baby:
- BATH TUB TOYS
- More "THINGS"
- STRING
- More SQUEAKY TOYS

9 MONTHS

Babies like to:
- PULL THEMSELVES UP
- CREEP
- PLACE things generally where they're wanted
- Say "DA-DA"
- PLAY PAT A-CAKE

Give your baby:
- A SAFE CORNER of the room to EXPLORE
- TOYS tied to his HIGH CHAIR
- A metal MIRROR
- A JACK-IN-THE-BOX

11 MONTHS TO 1 YEAR

Babies like to:
- USE their FINGERS
- LOWER THEMSELVES from standing
- DRINK from a cup
- MARK on a paper

Give your baby:
- PYRAMID DISCS
- A large CRAYON
- A baking TIN with CLOTHES PINS
- His own DRINKING CUP

1 YEAR TO 13 MONTHS

Babies like to:
- CREEP
- CRUISE
- USE 1 or 2 WORDS
- USE their FINGERS
- Be HUGGED

Give your baby:
- A BABYPROOF HOUSE
- CUDDLING
- A STACKING TOWER

13 MONTHS

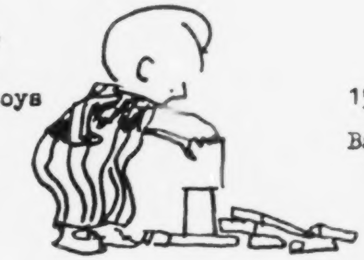
Babies like to:
- STAND UP, SIT DOWN
- Try FEEDING themselves
- RELEASE OBJECTS with more precision
- IMITATE YOU
- Play WHERE'S BABY

Give your baby:
- His own DISH, CUP, SPOON
- Your GAMES with him
- FITTING TOYS

14 MONTHS

Babies like to:
- Put SOUNDS together
- Have an AUDIENCE
- SEARCH for hidden toys
- PILE 2 or 3 blocks

Give your baby:
- Your ATTENTION
- WOOD BLOCKS
- A CONTAINER TOY



15 MONTHS

Babies like to:
- WALK ALONE
- FLING objects
- FILL and EMPTY
- RESPOND to KEY WORDS
- Exercise HAND SKILLS

Give your baby:
- Big OUTDOOR TOYS
- Your CONVERSATION
- MANIPULATIVE TOYS

16 MONTHS

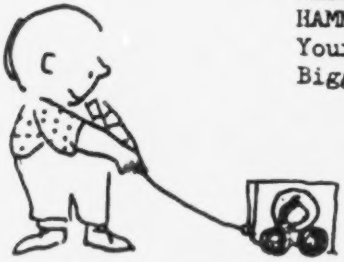
Babies like to:
- SQUAT DOWN
- Walk CARRYING things
- Use SAND
- ROUGH-HOUSE

Give your baby:
- PUSH and PULL TOYS
- Big SOFT TOYS
- Indoor or outdoor SANDBOX
- YOU on the FLOOR

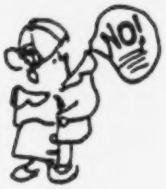
17 MONTHS

Babies like to:
- LUG, TUG, DRAG things
- WAVE BYE-BYE
- Use WATER
- Get INTO EVERYTHING

Give your baby:
- WATER and POURING TOYS
- HAMMERING TOYS
- Your WATCHFULNESS
- Bigger PULL TOYS



18 MONTHS



Babies like to:
- OPPOSE YOU with "NO"
- GET what they want NOW
- Use WORDS with GESTURES
- CLIMB STAIRS

Give your baby:
- Your DIPLOMACY
- STAIRS
- A toy TELEPHONE
- Cloth PICTURE Books

19 MONTHS

Babies like to:
- CLIMB UP onto everything
- MOVE to MUSIC
- IDENTIFY parts of themselves
- SORT OBJECTS and SHAPES

Give your baby:
- A SHAPE SORTING BOX
- A RECORD PLAYER out of reach

20 MONTHS

Babies like to:
- FETCH and CARRY
- DIG and MESS
- Have things THEIR WAY
- REMEMBER from yesterday
- TAKE things APART
- USE 15 to 20 WORDS

Give your baby:
- A carrying CASE
- Little CHORES
- Your PATIENCE
- THINGS to take apart

21 MONTHS

Babies like to:
- Claim "MINE"
- MARK on PAPER
- POINT to objects in BOOK
- TURN PAGES
- FIT things TOGETHER

Give your baby:
- A big CRAYON and PAPER
- PICTURE BOOKS
- A CONSTRUCTION SET

22 MONTHS

Babies like to:
- FIT SHAPES
- WATCH GROWNUPS
- PUT things BACK
- COME when CALLED
- SCREW and UNSCREW

Give your baby:
- SHELVES for his toys
- HELP in putting things away
- Simple PUZZLES
- A plastic JAR with screw LID

23 MONTHS TO 2 YEARS

Babies like to:
- Use 3 WORD SENTENCES
- RUN
- HELP with household tasks
- Hear RHYMES
- Work with their FINGERS

Give your baby:
- A DOLL or TEDDY
- A TOY to RIDE
- A MOTHER GOOSE BOOK
- FINGER manipulative toy

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FOR PARENTS OF PRE-SCHOOL CHILDREN

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
At Two	Large muscle development. Runs, vigorous, energetic, collapses with fatigue. Rhythmic. Dawdles.	Observant. Puts words together. Learning tied to first hand experience. Imitative. Tests self and others. (Sensory Motor Stage just ending).	Very active. Wants to be independent and do things for herself in own way. Hard time making up mind and changes it quickly. Shows flashes of temper and changes of mood. Not yet able to share.	Working on AUTONOMY. Has mind and will of her own. Going through dependency-independency struggle. Begins to become person in her own right.
At Three	Good balance, skeleton lengthening. Large muscles well developed (i.e. legs for running) small muscles beginning to develop (i.e. fingers for using scissors). Near-sighted. Learning to jump. Calls attention to development "watch me."	Language skills emerging. Interest in words. Talkative. Questioning. Child begins to take another's point of view. (Pre-operational stage, lasts until about 6).	Continues to understand more than she can say. Beginning to share. Sociable, Egocentric. Enjoys adult conversation and attention.	Is working on self-reliance, self-assurance, making choices. Continues to work through self-control or loss of self-control.
At Four	Small muscle control developing. Cause and effect relationships. Verbalized in solving problems. Prefers children to adults.	Imaginative. Fears may surface: dark, animals, etc. May have imaginary companion. Talkative. Can wait for short periods.	Prefers children to adults. Defies parents. Likes nonsense words. Focus on detail. Very active. Starts things that she may not finish. Very energetic. Great talker, tells many stories, tending to exaggerate.	Working in INITIATIVE. Enterprising, adventurous, energetic. Willing to take risks, bold, has lots of energy and is an "inventor."
At Five	Hops and skips, throws ball. Has increasingly good coordination, masters buttons and shoe laces. Habits of eating, sleeping and elimination fairly well established. Occasional accidents. Defined hand preference.	Sensory. Well-adjusted, talks incessantly. Reliable, stable. Can symbolize thoughts through drawings. Focus on detail. Begins to see things as a whole. Imagination is noted and is in an overall creative period.	Makes up meaningless words with lots of syllables. Laughs, giggles. Imitates adults in her play. Friendly, outgoing, certain everyone likes her. Cooperative.	Observes and imitates behavior of adults, curious. Shows beginning of responsibility for actions and self-assertiveness within the limits of conscience.
At Six	Legs lengthen. Can turn somersaults. Brain has completed growth in size. Six year permanant molars appear. Begins to lose front baby teeth.	Judgment beginning to develop. Rules are more meaningful. Child knows consistancy of objects even though appearances change. Enjoys the acquiring of knowledge and skills. (Operational Stage begins, lasts until age 12)	Interested in carrying through. Depends less and less on others for washing, eating, toileting, etc., pride in independence. Pride in appearance.	Beginnings of ACCOMPLISHMENT. Sense of industry - steady, works to apply knowledge, interested in "productive labor." Likes real tasks that can be carried through to completion.

FOR PARENTS OF SCHOOL AGE CHILDREN

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
6-7-8 Years	Slow to gain in height and weight. (2-3 inches and 3-6 pounds a year). Greater skill with hands. Watch for childhood communicable diseases. Sleeps 11-13 hrs.	Can tell time. Active, noisy and busy. Likes adventure stories. Lively conversationalist. Beginning to know right from wrong.	Sense of humor. Enjoys group play. Fights are frequent but do not last long. Sex play may occur. Modesty increases.	Is highly critical of own efforts. Repeats performances in an attempt to improve. Sense of accomplishment continues to develop.
9-10-11 Years	May be "long-legged." Permanent teeth continue to occur. Appetite good. Sleeps 10 hrs. Growth spurt in girls. Menstruation may begin.	Discusses abstract ideas such as honesty and justice. Organizes knowledge into classes that become more complex. Can master subject matter in areas in organized fashion. Can think inductively and deductively.	Is a hero worshiper. Belongs to gang of own sex, intolerant of opposite sex. Highly influenced by friends. Has a well-developed sense of fair play.	Conscious of differences from other children. Easily embarrassed. Wants to be like others in dress, manners and privileges.

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FOR PARENTS OF ADOLESCENTS

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
12-13 Years (Early Adolescence)	Girls develop breasts, are usually taller and heavier than boys of same age. Growth spurt in boys begins. Awkwardness common, posture poor. Appetite increases.	Disregards hobbies that earlier tied her to childhood. Beginning of independent-dependent struggle. (Creativity Stage begins, lasts until about 17).	Becomes less involved in family activities. Reluctant to accept adult advice or criticism. No longer the compliant, agreeable, disciplined child. Child is questioning, talking back, testing out.	Working on IDENTITY. Needs reassurance about temporary differences from others in size and development. Retains many dependent needs (clothing shelter, support) but also wants independence. Clarifies who she is.
14-15-16 Years (Middle Adolescence)	Boys are in period of growth spurts, voice deepens. Girls have usually achieved maximum growth. Menstruation established, though may still be irregular. Pimples are a common problem.	Risk taking common as person tries to prove self to be fearless, powerful or sexy. Begins to be able to respond to life with fully developed mental capabilities.	Strong "peer" group allegiance. Is likely to be critical, argumentative, and unsure of self. In disagreements blames both self and parents. Friends seem more important than parents. Friends provide support. Need for adolescent to achieve emotional separation from parents.	Indulges in fads, language, music and dance of the day. (i.e. "If I don't dress, talk, or look like my parents I am really separate from them). Working on what are life goals and how others see her.
17- (Late Adolescence)	Sleep reaches its adult pattern. All permanent teeth except wisdom teeth.	Principal growth task is to become a competent, worthwhile, independent adult.	Further emancipation and assumption of adult roles. Severs ties with family - may move out.	Working on INTIMACY. Can share intimate relations with other friends, or sex partners. Can relate to others in an intimate way.

Handout B6

SEXUALITY

Many parents find it difficult to talk about reproduction with their children. Their own emotional discomfort is one stumbling block. Their lack of information about what the child is asking and is likely to understand is another.

Children are not miniature adults. They will not think like adults until they themselves are grown up. The following information is an attempt to match sex education information with the developmental level of the child. Children are usually ready to hear explanations that are one level beyond their current understanding.

Level 1. "The Geographers" ages 3-7.

When this age child asks, "Where do babies come from?" they want to know where: In what place was this baby before it came here. Many think a store. By the time they are three or four children should know:

1. The names of the body's sexual parts.
2. Socially shared words for elimination.
3. Understand the basic fact that babies grow within mother's body.
4. Know enough anatomy by direct observation to understand the differences between boys and girls even if they can't explain how they know.
5. If they want to know and ask about it, they should also know that babies are made by mothers and fathers together.

Level 2: "The Manufacturers" ages 4-8

These children think that babies are built, just like cars. At this level open discussion with "sperm and ovum are little things in people that are specifically for making babies. Daddies' bodies make sperm and mommies' boddies makes ovums. You need one sperm and one ovum to make a baby."

Level 3. "The In-Betweens ages 5-10.

Children at this level limit themselves to what is technically possible, but sill have trouble letting go of old beliefs. Introduce the particulars of sexual intercourse and that it's love and pleasure. The idea that it is an expression of intimacy and caring can help counterbalance children's tendency to think about sex as aggression or a necessary medical maneuver that takes a lot of time and bother.

Level 4. "The Reporters" ages 7-12.

At this level children know the jargon of reproduction but don't understand why the egg and sperm have to unite to start the process. These children need to know. Children can begin to understand concepts of ejaculation and orgasm. Children of this age need to know abut menstruation and seminal emissions before they reach the age that these may actually occur. Continue discussions of sexual intercourse, conception and pregnancy.

Level 5. "The Theoretician" entering adolescence.

This child struggles to understand why the egg and sperm have to get together. Children are able to go beyond what they know to be true to what might be. Children begin to think more about sexual matters, anticipating dating and having to make decisions about how to behave sexually.

Level 6. "Putting it all Together" adolescence.

Information about conception and contraception needs to be given. Think and talk together about why people have babies along with how. Different from the more factual matters, questions of values require the discussion be a dialogue rather than a lecture.

Material drawn from: Flight of the Stork, Ann C. Bernstein.

February 1980

THE TOUCH CONTINUUM

By Cordelia Kent, Special Project Coordinator
Sexual Assault Services, Hennepin County Attorney's Office

The loving touch that children receive from warm, caring adults sets the stage for healthy growth and lifelong enjoyment of nurturing touch. But children need to be educated also about touch that is not gentle and loving.

What is the difference between good and bad touch? When does touch that appears to be nurturing, become confusing? When does confusing touch become bad or exploitive?

Different kinds of touch and how we feel about them is a grey, confusing area to many adults. As children, few of us had the experience of an adult explaining different types of touch to us. Instead, many of us received negative, double, confusing, or non-verbal messages about touch. *Negative messages* come in the form of "Good girls don't touch that way!" or "A big boy doesn't touch that way!" Unfortunately, a common *double message* comes in the form of a parent spanking a child to teach the child not to hit a sibling. We may feel *confused* when we are given a kind of touch we are not used to receiving, or when we are asked to give touch we are not comfortable giving.

The *non-verbal messages* about touch are a bit trickier to identify. These are the messages we receive about touch even though we don't remember verbally being told anything specific about it. It may have been a parent's frown, the giggling of other children, or a teacher removing one's hand from self touch that she felt was inappropriate.

With all these messages mixed together in our brains, adults are now being faced with the need to talk to children about the difference between good and bad touch. Why? Because children need good touch. They need it from parents, day care providers, friends (same sex and opposite sex) and themselves.* They also need to know that some touch is not good. It's not good to hit or be physically assaultive—that's easy to say. It's not good to touch people in certain ways or be sexually assaultive — that's important to say also. It may not be easy to talk to another adult about sexual assault, so how do we talk to children about it?

First of all, think about a discussion of sexual assault in terms of safety. We let children know fire is useful to cook food, or heat rooms, and pleasant to watch in fireplaces. We also let them know it can burn people or property if it is not controlled. Therefore, we say things like "Don't play with matches because fire that is not controlled can burn you or the house."

It is also important to discuss touch and the possibility of sexual assault for safety reasons. The "touch continuum" is designed to assist you as child care providers and parents in explaining the difference between nurturing and exploitive or bad touch.

From "The Touch Continuum" written by Cordelia Anderson Kent, Minneapolis, Minnesota © 1979, reprinted with permission of Cordelia Kent and the Illusion Theater.

THE TOUCH CONTINUUM

Lack of Touch (affection shown in other ways)	**Nurturing (good) Touch**	**Confusing Touch**	**Exploitive (bad) Touch**	**Lack of Touch (neglect, indifference)**

Lack of touch is on both ends of the continuum because some children experience little or no touch. This obviously affects their understanding of touch as well as their boundaries around touch. Some families show their affection for each other in non-touching ways, especially after the children are no longer infants. On the other hand, lack of touch is bad or negligent when there has been a total deprivation of touch. Children who are deprived of touch are especially vulnerable to manipulation by someone who is attempting to touch them in an exploitive or bad manner.

Nurturing (good) touch represents itself in many forms. Ask the children to give you their own examples of "good" touch. Get them started by giving your own examples or offer examples such as petting animals, playing games like tag, leap frog and statues, kissing, holding hands, cuddling. Ask them (and yourself) if anything is wrong with this touch and with whom they do this type of touch.

Confusing touch can be explained to children in terms of "When someone touches you this way, you feel mixed up or funny." An example children give of confusing touch is when a relative pinches their cheek and says something like "My, how you've grown!" Another common example is having to kiss someone they don't want to kiss, but they have to in order to please their parents. **Ironically, although the children know there is something wrong about the confusing touch, they may also get the non-verbal message that they don't have a right to talk about the kinds of touch they don't like.** If children can't talk to parents about not liking to kiss Uncle Bill because he smells like a cigar and slobbers, how can children talk to adults about more exploitive types of touch?

With children, wrestling is a transition point between good and bad touch. "How many of you wrestle? Who do you wrestle with? Who usually wins?" These questions get them talking. "Is wrestling fun?" "Yes," is by far the most common response. "Is there ever a time when wrestling isn't fun?" Here responses generally go from, "When I get hurt", to "If I hurt someone", to "If I don't want to play, but the person won't stop." This is when you can point out that even though the touch is the same, it feels different, and it isn't okay if you are saying "No" but the person won't listen.

Give children a lot of permission to ask questions about touch that they are confused about, for whatever the reason may be. This opens doors to various discussions including sexuality, sex roles, and sexual assault.

A difficult topic for some day care providers and parents to deal with is a child masturbating in the presence of others. My personal opinion is that self touch is normal and natural. However, children need to know there is a time and place for such private activities, and masturbating in public is not acceptable.

Another touch — similar to self touch in that it is confusing for both adults and children — is same sex touch. "Homophobia" has struck very young children. For example, a first grade teacher told me about two girls in her classroom who were best friends. One girl kissed the other. An older boy walked by and called them "lesbians." The girls were hurt and confused and both broke into tears. It is important for children to know that it is okay to touch, and to receive touch from both boys and girls.

Physically exploitive, or bad touch, tends to be easier for children to describe. It may be more difficult for both the adult and child to discuss sexually exploitive touch. With the young children you as day care providers work with, it is sufficient to say: **"It is not okay for ANYONE to force or trick you into letting them touch your body, or force or trick you into touching their bodies."** Sexually exploitive touch is not limited to children's genitals. It is helpful to let them know they have a right to question or say "No" to any touch — anywhere on their body — that they don't like or that they feel funny about. They can say "No" to requests that they touch another person's body too. Let children know their right-to-question is not limited to "dangerous strangers", but it includes people they know and even people they may know very well or are related to.

Note: Many states now have laws requiring child care providers to report suspected cases of child abuse — including sexual assault. In most states, there are also laws protecting providers who report in good faith from lawsuit by the parents. If you have reason to suspect that a child in your care has been sexually assaulted, call your local welfare department for details on the reporting procedure.

is discussion is not scary to children and will not scare them away from touch as long s you **balance** talking about negative touch with talking about positive touch. When you discuss a scary or bad type of touch, balance the discussion with positive touch and ask the children what the difference is between the two.

Children can handle and understand the discussion of the touch continuum if we as adults can handle guiding the discussion. We discuss other safety measures to assure that our children have useful skills as well as preventive measures. The touch continuum discussion gives children permission to touch and to be touched. It also gives them the skills to sort out the differences between good and bad touch. **Most importantly, the touch continuum gives children the knowledge that no one has the right to force or trick them into touch. Children who know they have a right to say "No" and/or question such behavior, also have some valuable preventive skills against sexual exploitation.**

Do children know the difference between good touch and exploitive touch? Here are some of their responses. "You don't touch friends in certain places or ways!" "One kind makes you feel good, the other kind makes you feel sad." "One kind people do to help you, the other kind they do to hurt you."

Cordie Kent has done extensive training in touch awareness with elementary school and preschool children in her preventive work for the Sexual Assault Services of the Hennepin County Attorney's Office in Minneapolis, Minnesota. From her sessions teaching children — and listening carefully to them — Ms. Kent has prepared a handbook of specific information for children from preschool to high school ages. CHILD SEXUAL ABUSE PREVENTION PROJECT: an education program for children.

This handbook is available, for a fee, by writing to:

Sexual Assault Services
Office of the Hennepin County Attorney
2000 Government Center
Minneapolis, Minnesota 55487

WHAT DOES THE HANDBOOK CONTAIN?

Information to correct myths about sexual assault — "It doesn't happen in our neighborhood. It only happens to pretty young women. It is done by weird looking strangers."

Specific discussion questions appropriate for different age levels. These are accompanied by samples of questions and answers given by children at these age levels.

Useful suggestions for dealing with the embarrassment of the students.

Dramatic and visual aids. A series of activities for different age groups is included as a separate section.

Guidelines for handling controversial materials and for working with parents, schools and other organizations before presenting the materials to the children.

Editor's note: This handbook is well thought out, interesting to read, and NOT SCARY. The material is clearly based on careful observation of, and listening to, children involved in the project. It speaks to children in language appropriate for their age and understanding. Like polio shots, this preventive medicine may be crucial to the continuing good health of our children.

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Exercise B8

QUESTIONNAIRE TO HELP YOU CLARIFY YOUR IDEAS ABOUT GUIDANCE AND DISCIPLINE VALUES AND PRACTICES

Introduction: In order to learn to deal more effectively with both children and adults, it is important that we bring into our conscious awareness three factors:

1. Our assumptions about appropriate behavior for children.
2. Our goals for guiding children's behavior.
3. Our ideas about techniques, behaviors, and attitudes to use in order to help children reach these goals.

Once we know these factors, then we can decide how appropriate our actions with children are in the light of the overriding goal of helping a child develop a positive self-concept. The we can make a plan for change if that is necessary.

Clarifying your Assumptions about Managing Behavior:

1. Define the following:

Discipline	Punishment
Guiding Behavior	Misbehavior

Consequences	Rewards

2. List your goals for controlling or influencing children's behavior. Think in terms of what you want children to learn about or be like, or achieve over a long term.

   a.
   b.
   c.
   d.
   e.
   f.

3. In general terms, list sorts of behaviors, attitudes and behavior management techniques you would need to have or to develop in order to help children reach the goals you HAVE stated are important.

Developed by M. Burns with M. Jones.

Handout B9

LET'S STOP CONFUSING DISCIPLINE AND PUNISHMENT

Toronto -- Discipline is not just a fancy work for punishment, reminds Dr. Karl S. Bernhardt, Director of Institute of Child Study, University of Toronto. Try to think of discipline as a plan for training rather than a way of dealing with undesirable behavior, he urges parents.

"The immediate goal of discipline is the control and direction of the child so that he gets the greatest possible satisfaction from the present situation without hindering or interfering with other people. The long-range goal, on the other hand, is the personality and character development of the child resulting in a selfdisciplined adult," observes the child development specialist in the Institute's Bulletin. "The adult has a double purpose in supervising and guiding the child's behavior: to take care of the present situation and to help move the child nearer to a condition where he no longer needs the control and guidance."

Since the best kind of control is that which eventually makes external control unnecessary. Dr. Bernhardt points out, parents will do well to avoid "rewarding" good behavior...even though, no doubt about it, bribery works at the moment. The parent may figure that if he can induce the child to do something often enough a habit will be formed and the reward or bribe won't be needed.

"It does not work this way," warns the educator. "The child learns what he practices. When he practices working for a reward he learns the reward habit --not the habit of tidiness, punctuality or whatever is in the mind of the adult."

When a youngster misbehaves, he must be helped to see that his action has a consequence. Whether that consequence is punitve or educative depends on the attitude of the adult who administers it, says Dr. Bernhardt.

"In administering consequences, the most important features are consistency and feeling. The more consistent consequences are, the easier and sooner the child learns. It is important that the youngster does not think of the consequences as a personal retaliation but rather that his own behavior caused the result."

The parent who feels that discipline means punishment may be working on the negative assumption that a child is born "bad" and, if the rod is spared, may become "set" in his bad ways, notes the specialist. The positive, educative approach to discipline accepts the child as he is -- "an immature, learning individual who is neither good nor bad but complex of impulses, desires and wants and because of what he has learned or failed to learn. The adult's role is to guide his learning and to help the child guide his drives and wants into desirable forms of expression."

Materials developed from: TODAY'S CHILD, January, 1963.

Handout B10

TOWARD EFFECTIVE PUNISHMENT

Effective Punishment	Brainstorm Common Situations
- Punish before or during the act for best results	As toddler darts toward street, she is picked up and immediately returned to house. Yours:
- Punish for one act. (Otherwise child may decide action is universally bad in all cases).	Child cannot run into street: "When I see you running into the street, then you must come inside the house." Yours:
- Clearly distinguish for the child the situation for which you are punishing AND ones you are not.	"Running is good for your legs and your body. You can run on the sidewalk and in the back yard, but NOT IN THE STREET." Yours:
- Use words and reasons for the punishment.	"The street has fast moving cars with drivers that cannot always see small children. The car could hit your body and hurt you. It is very dangerous to run into the street. So when I see you running into the street, I will bring you inside the house." Yours:
- Use encouragement in situations that are O.K. so the child learns to differentiate situations.	"You can go outside in a little while and have another chance to run in the grass." "Good I see that you're staying on the grass this time." Yours:

Handout B11

CAUTIONS AND CONSIDERATIONS ABOUT PUNISHMENT

- When punishment is painful, the child may simply avoid WHO is punishing - then no relationship can develop and you've lost your chance to influence the child in other ways.

- Children learn that punishment is a way to control and will use it in their own situations.

- Your child may learn that what she is being punished for may carry over into similar situations where you want that action to occur, and the child is unable to perform. (Child punished for talking in church, won't recite or volunteer in school.)

Developed by M. D. Burns.

YOUR VERBAL MESSAGES OF DISCIPLINE

TECHNIQUE	EFFECT ON CHILD
1. SHAMING: "Look at what a sloppy job ______ did cleaning up her room."	
2. COMPARISONS WITH OTHERS: "Tuck your shirt in. Look at Suzy. She always looks nice when she comes to school."	
3. SCARING A CHILD WITH THREATS TO HIS SECURITY: "I'll throw you out of the car if you don't settle down. " "I'll call the police if you don't behave and he'll come and put you in jail."	
4. THREAT OF WITHDRAWAL OF LOVE: "Mommy doesn't love you when you hit your little brother."	
5. BRIBES: "if you get dressed real quick, I'll give you some gum."	
6. NAMECALLING: "Can't you ever do anything right, you numbskull. Now you've broken the car window."	
7. SILENT WITHDRAWAL OF ADULT: not taling about obvious conflict.	
8. MAKING A CHILD APOLOGIZE WHEN HE/SHE DOES NOT FEEL SORRY	
9. ASSUMING THAT THE CHILD IS TO BLAME FOR SOMETHING WITHOUT KNOWING FOR SURE.	
10. MAKING ALL DECISIONS FOR CHILD: Assumes the child cannot make "good" decisions.	
11. BRINGING UP OLD MISTAKES OF CHILD.	
12. LAUGHING AT CHILD.	

Materials drawn from the work of Ann Carlson.

PLAIN TALK about how to deal with an angry child

Anger -- it's a fact of life.

Everybody gets angry. You do, and so does your child. But figuring out what to do with that anger is tough. It makes parenting one of the hardest jobs in the world.

What do you do with an angry child? Letting your anger or your child's get out of hand is dangerous. But so is hiding it. Hidden anger only smoulders until it explodes later "for no good reason."

The first thing you can do is get control over your own feelings. It will help if you think of your job at that moment as a teaching job. Little Jimmy or Susy probably doesn't understand the strong feelings building up inside, obviously doesn't know what to do with them, and may well be frightened at the sense of going out of control.

In fact, the anger of a child is often an easily available substitute for some other feeling the child can't identify. A child will act angrily when the real problem is deeper and more frightening: a feeling of failure, low self-worth, loneliness, boredom, fear, confusion or even sadness.

If you can help the child discover what feeling lies under the anger, and talk with him or her about it, the anger is likely to lessen or even disappear.

Remember that anger is a natural human feeling. Your child has a right to feel and express anger. So do you. Just as everyone has a right to feel hunger, happiness or sadness.

Adapted from a publication by the U.S. Department of Health, Education and Welfare. Materials drawn from "The Aggressive Child" by Fritz Redl and David Wineman.

But anger is different from aggression. Aggression is an attempt to hurt someone or destroy ~~something~~. It infringes on the rights of others. This distinction may help you to react appropriately to the many kinds of upsetting things an angry child may do.

Here are some suggestions for dealing with an angry child. Some of them are designed to help the child avoid unnecesarily frustrating situations. Some are on-the-spot actions you can take when you see your child is having a problem.

CATCH YOUR CHILD BEING GOOD.	Every day find lots of ways to praise your child's good behavior--and you'll start seeing more of it. Some examples: "I really liked it that you came in for dinner today without being reminded"; "Thanks for hanging up your clothes after school. I know you were in a hurry to get out to play"; "You sure were patient when I was on the phone"; "Thanks for telling the truth about what really happened."
IGNORE INAPPROPRIATE BEHAVIOR THAT CAN BE TOLERATED.	Ignoring it is one way of showing the child that the behavior is inappropriate. This doesn't mean you should ignore the child, just the behavior.
MAKE IT EASY FOR YOUR CHILD TO BE GOOD.	Give him or her plenty of opportunity for physical exercise to let off extra energy. Plan surroundings so that unnecessary temptations aren't there. Make sure the child isn't too "crowded in" by cramped physical space, or overly confining rules and regulations.
USE CLOSENESS AND TOUCHING.	Sometimes a sudden hug or show of affection will help an angry child regain control. You can move physically closer to a child to calm him or her, and help the child curb the angry impulse.

In order to stay within limits, a child needs a clear idea of what those limits are, and needs to be free to operate within them.	SAY "NO!"
Understanding a situation can help a child understand the cause of the anger, and begin to calm down. Your explanation can include telling the child how you feel, and asking for consideration. Example: "Playing your drum usually doesn't bother me, but today I have a headache. Could you please do something else?"	EXPLAIN SITUATIONS.
If your Jimmy is convinced he is a "bad boy," then you can be sure he will act like one. He needs to know he is a valued and valuable person, that he has strengths as well as weaknesses, that he is able to reach his goals, that his angry feelings don't make him a bad person.	HELP YOUR CHILD BUILD A GOOD SELF-IMAGE.
Talking is an acceptable steam valve, and helps the child to avoid "blowing up." If Susy is free to tell her little brother, "I don't feel like sharing just now," and if that desire is respected, chances are she isn't going to slug him the minute you turn your back. Teach her to put the angry feelings into words instead of fists.	TEACH YOUR CHILD TO EXPRESS ANGER IN WORDS.
If you hit Susy because she hit her baby brother, will she believe you when you say it's wrong to hit people?	BE A GOOD MODEL.
Sometimes physical restraint is necessary to stop a child from hurting himself or herself, or others. This also will help the child save face. Physical restraint is not a means of punishment or angry behavior by you, or a chance for other children to ridicule your child. Neither	USE PHYSICAL RESTRAINT -- CAREFULLY.

should it hurt the child physically or emotionally. This is simply a way of saying, "You can't do that."

USE PUNISHMENT CAUTIOUSLY.

Your rule might be, "Is this punishment educational, or just a way for me to let off steam?" Let off steam some other way, and then decide what action is needed to correct your child's behavior.

But if you ever do think you're in a situation you can't handle, don't hesitate to get help. Maybe you need to talk to a spouse or friend or neighbor. Parents Anonymous, an organization of parents who have faced the same problems you're having, offers telephone assistance and regular meetings. Check your phone book to see if there is a local chapter. In a crisis, call the Parents Anonymous toll-free hotline: 1-800-421-0353. Or call a local social service agency or county welfare department if you want professional counselling. If the agency you call doesn't offer the kind of service you want, ask to be referred somewhere else. Help is not far away.

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department
of public
welfare
state of
minnesota

DPW-2416

“PLAIN TALK” about RAISING CHILDREN

NATIONAL INSTITUTE OF MENTAL HEALTH • Division of Scientific and Public Information • Plain Talk Series • Hilda Fried, Editor

“Based upon your personal experiences with your own children, what is the best advice you could give new parents about raising children?”

This question was asked of 50 parents who had “successfully” raised their own children. Their children, all over 21, were considered successful in the sense that they were all productive adults who were apparently adjusting well to our society. Experienced parents are the practitioners who are most likely to know what really works in the home environment.

The results of the survey reveal that there seems to be a common “parent sense” about effective parenting. Although the parents surveyed were mainly from traditional, two-parent families, parents in other circumstances can apply these guidelines to their own situations. For example, single parents or parents in families in which both spouses work may not have a lot of time to spend with their children, but the quality of the time spent—playing and talking with their children and doing things together as a family—is equally important. Similarly, while the parents who were surveyed emphasized the importance of a good marital relationship and the need to spend some time away from their children with their spouses, single parents can foster a healthy personal adjustment by arranging time to be alone or to participate in activities with other adults.

The most frequent responses of the parents are classified under 10 basic principles about which there seems to be general agreement. Although not new, these principles of childrearing can offer a genuinely helpful guide to parents, teachers, day care workers, and others who care for children.

Love abundantly

The most important task is to love and really care about children. This not only gives children a sense of security, belonging and support, but it also smooths out the rough edges of childhood. Parental love should be special in two respects:

First, it should be constant and unconditional—which means it is *always* present, even when the child is acting in an unlovable manner. Secondly, parents should be open in expressing and showing love so that children are never uncertain about its presence. This means parents should hug and praise their children at every available opportunity.

Discipline constructively

Discipline means setting and adhering to standards of behavior. After love, the parents stressed the importance of giving clear direction and enforcing limits on a child’s behavior. Discipline is an essential preparation for adjusting to the outside world; it makes a child better behaved and happier. It is best to use a positive approach by saying, “*Do* this,” more often than “*Don’t* do that.” Be certain that you punish when you say you will. Be firm by “saying what you mean and meaning what you say.” And punish as soon after the misdeed as possible; don’t put an extra burden on Dad by saying, “Just wait until your father comes home.”

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Apart from firmness and immediacy, the parents described the following qualities of constructive discipline:

Be consistent: Don't undermine the rules set by your spouse. Disagreements regarding childrearing must be resolved in privacy—never in front of the children.

Be clear: Establish a few simple rules and spell them out clearly in advance. The child should never be confused about what the rules are.

Administer in private: If possible, never punish a child in front of anyone. This tends to antagonize the child and he or she may continue to misbehave to save face.

Be reasonable and understanding: Explain the reason why a child is being given directions: "The stove is hot, please keep away so you will not be burned." However, don't be afraid to say on occasion, "Do it because I say so." In addition, try to understand a child's point of view and meet him or her halfway. This will give you a closer relationship.

Be flexible: With adolescents, bargaining is an effective tool. On occasion, it is good for both the parents and the child to be able to bend the rules a little. Also, what works with one child will not necessarily work with another. The child's individual personality enters into it.

Discourage continued dependency: Try to give a child an ever-expanding role in making decisions affecting his or her life. As children reach adolescence, encourage independence, knowing that you have done all you could to form good behavior patterns.

Be authoritative: If you are hesitant or indecisive, or if you feel guilty about disciplining children, you may not do a good job. Remember that you have years of experience, so stick to your decisions. Never let a child talk you out of a punishment you believe necessary. Have the courage to call on and trust your own common sense.

The parents also discussed the type of punishment they found most effective. They said that when a child hurts another person or destroys property, the child should apologize and, when necessary, make restitution from his or her own money. Sending children to their rooms or depriving them of something they enjoy doing was also considered to be a good punishment. Moreover, the parents generally agreed that spanking a young child (i.e., a quick lick on the backside) was O.K. when necessary. They cautioned that a child should never be beaten, hit on the head, or hit as a means of satisfying parental anger. This finding agrees with most surveys which disclose that most parents (about 85 percent) report that they occasionally spank their children.

Spend time together

"Spend lots of time with your children!" was a frequent recommendation. The parents felt that this time should be spent in

Playing: Spend some time each day playing with the children. The sole purpose of this play should be enjoyment—not to influence them.

Talking together: Have real conversations with the kids—times when you both listen and sincerely react to one another.

Teaching: Actively teach your children such workaday skills as cooking and car repair.

Encouraging family activities: Family spirit and a sense of belonging are developed by doing things together as a family. Have regular family outings, special family dinners, and spend holidays together. Go to social, sporting, and religious events together. Conduct family council meetings and make decisions together. One parent recommended that families "reduce TV watching by playing family games or by playing musical instruments together." Another said, "You can't fool children by giving them things (toys, TV) rather than your time and attention."

Tend to personal and marital needs

A number of parents specified that personal adjustment was an important first step to effective childrearing. One noted that to relate well to children adults must be comfortable with themselves. Another parent said that one should not completely sacrifice oneself for the family but rather, "Keep part of yourself for yourself and do something you enjoy." By treating yourself well, this parent felt, you will avoid the feeling of being mistreated, used unfairly, or overburdened when something goes wrong. A sense of humor about one' s faults and the misfortunes of life was also thought to be an important aspect of personal adjustment.

Love, respect and faithfulness between spouses provide needed security to the family. Two comments by parents seem particularly helpful:

"A household in which love is openly expressed is a household in which children flourish. Verbalizing love to one's children is not enough. Parents should make every effort to let their youngsters see warmth and tenderness in their marital relationship. Parents should not underestimate the importance of letting their children know how delighted they are when their spouses enter the house. The morning greeting and the goodnight kiss set an atmosphere which encourages the same kind of affection in the hearts and minds of the children."

"A husband and wife are apt to be successful parents when they give their marriage the first priority. It may seem that the children are getting 'second best' from this approach but they rarely are. A happy mother and father are most apt to have happy children when the children's roles are clearly and lovingly defined. Child-centered households produce neither happy marriages nor happy children."

These remarks highlight what many parents are reluctant to admit but what child experts are finding to be true: that children tend to detract from rather than enhance the closeness between husband and wife. Recent studies have shown that a couple's satisfaction with marriage and with each other tends to drop sharply just after their first child is born. With minor variations, it stays at a lower level during the childrearing years and only increases after the youngest child leaves home. Thus, the parents pointed out the need to work at maintaining closeness with a spouse by such means as weekly nights out together, occasional weekends alone together, tender greetings, and thoughtful surprises.

Teach right from wrong

A number of the responses highlighted the need for parents to actively teach children basic values and manners in order for them to get along well in society. Parents found the following ways helpful in socializing their children: the assignment of chores and other responsibilities at home; religious affiliation; insistence that the children treat others with kindness, respect, and honesty; emphasis on table manners and other social graces in the home; part-time jobs outside the home when the children were old enough; and the setting of personal examples of moral courage and integrity. The successful parents also stressed that they thought parents should clearly state their own moral values and discuss them with their children.

Specific comments of parents include the following:

"Children should be made aware of proper values—behavioral, financial, and so forth. When they stray, parents should communicate in a manner which encourages the child to listen—do not be permissive or rigid but firm, so the children know exactly where you stand."

"Teach children to respect people, to be honest, and to treat others as they themselves would like to be treated."

"All children have to be taught right from wrong, respect for others and their property, and for older people."

"Teach them the value of *truthfulness.* Time and again I recall telling the children that if they told us the truth about a situation we would do all in our power to help them, for in knowing the real facts we could deal with any misstatements by others. If, however, they lied, we would be unable to be of much help because we couldn't depend on them."

Develop mutual respect

The parents emphasized the need to insist that all family members treat each other with respect. First of all, this means that parents should act in respectful ways to the children. The following behaviors exemplify this respect: politeness to children (saying "Thank you" and "Excuse me"); apologizing to a child when you are wrong; showing an active interest in the children's activities and TV shows; being honest and sincere with children at all times; not favoring one child in the family; following through on promises made; and showing basic trust in a child's character and judgment.

In addition, parents should insist on being treated in a respectful way by the children. If parents treat each other with respect and love, and teach the children to respect their parents, a solid foundation will be laid. Another parent suggested: "Parents should maintain their individuality and cultivate their own interests and talents. The time, feelings, and interests of both parents and children should be respected."

Really listen

Parents should really listen to their child, from his or her earliest years—which means giving undivided attention, putting aside one's own thoughts and beliefs, and trying to understand the child's point of view. As one parent stated: "No matter how busy or involved you are, *listen* to your child as a person. Listening means understanding and communicating, not the physical act of hearing." It also means talking your child's language, encouraging the expression of feelings—both good and bad—and allowing the child to show hostility or anger without fear of losing your love.

Offer guidance

In offering guidance to children when they have problems, the parents recommended that you be brief—state your thoughts in a few sentences rather than make a speech. They also felt it is helpful to make children understand that, although your door is always open to discuss difficulties, before you will offer solutions you expect them to have thought about the problem and to have tried to come up with possible solutions themselves.

Other thoughts by parents on counseling children were:

"Don't force your opinions, likes, dislikes. Offer them strictly as your opinion, not as law."

"Forbidden fruit is always so tempting, so play it low-key with undesirable activities, TV shows, etc. Kids will usually respect your opinion if you're honest, and they will tend to follow your guidance unless they just have to "find out for themselves."

Foster independence

Recognizing that it is difficult to let children go, the parents advocated gradually allowing them more and more freedom or control over their own lives. By fostering independence you will gain their affection and their respect. Children should be given freedom to make decisions regarding minor matters first; then the areas of decisionmaking should be expanded gradually.

The parents also observed that children have a continuing need for parental support and encouragement throughout adolescence and young adulthood. As one parent expressed it: "Once your children are old enough, kind of phase yourself out of the picture. But always be near when they need you."

Be realistic

Developing realistic expectations about childrearing was also mentioned. Parents advised that one should expect to make mistakes and to realize that outside influences—such as peer group pressure—will increase as children mature. Parents reaffirmed the saying that childrearing is a series of "tough times and tender moments." One parent remarked: "Don't expect things to go well all the time. Childrearing has never been an easy job; it has its sorrows and heartaches but it also has its great joys and this is what makes it all worthwhile."

Parenting indeed is not a simple task, and it is easy to become confused and uncertain at times. The plain old-fashioned "parent sense" expressed here seems sensible and stable compared to the passing fads and theories.

The most important thing that parents in this study learned by experience is that steadfast love must go hand in hand with discipline; indeed, one is not truly possible without the other. Moreover, in order to love and discipline most effectively, it is necessary to spend constructive time with the children. It would seem, then, that while adjusting to changing times, it is important for parents to hold fast to these and other basic, unchanging principles of childrearing.

Adapted from "Raising Children by Old-Fashioned Parent Sense" by Dr. Charles E. Schaefer, a child psychologist. The article appeared in *Children Today* (Nov.-Dec 1978) published by the Children's Bureau, ACYF, DHEW. (Reprinting permission unnecessary.)

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Handout B14

BASIC PRINCIPLES IN DEALING WITH CHILDREN

by Dr. Rudolf Dreikurs

Golden Rule:
"Do unto others as you would have others do unto you." This is the basis of democracy, since it implies equality of individuals.

Mutual Respect:
Based upon the assumption of equality is the inalienable right of all human beings. No one should take advantage of another - neither adult nor child should be a slave or a tyrant.

Encouragement:
Implies faith in the child as he is discouraged and believes he cannot succeed by useful means. The child needs encouragement as a plant needs water.

Reward and Punishment:
Are outdated. A child soon considers that punishment gives him the right to punish others and the retaliation of children is unusually more effective than the punishment of adults.

Natural Consequences:
Utilizing the reality of the situation rather than personal power, can exert the necessary pressure to stimulate proper motivation. Only in moments of real danger is it necessary to protect.

Action Instead of Words:
In times of conflict. Children tend to become "mother-deaf" and act only when raised voices imply some impending action, and then respond only momentarily. Usually the child knows very well what is expected of him. Talking should be restricted to friendly conversations and not used as disciplinary means.

Withdrawal:
Effective counteraction. Withdrawal is not surrender and is most effective when the child demands undue attention or tries to involve one in a power contest. He gets no satisfaction in being annoying if nobody pays attention.

Withdrawal from the Provocation, Not from the Child:
Don't talk in moments of conflict, but friendly and pleasant contacts are essential. Have fun and play together. The less attention the child gets when he disturbs, the more he needs when he is cooperative.

Don't Interfere in Children's Fights:
By allowing children to resolve their own conflicts, they learn to get along better together. Many fights are provoked to get the adult involved and by separating the children or acting as judge, we fall for their provocation, thereby stimulating them to fight more.

Take Time for Training and Teaching the Child:
Essential skills and habits. If a mother does not have time for such training, she will spend more time correcting an untrained child.

Never Do for a Child What He Can For Himself:
A "dependent" child is a demanding child. Most adults underestimate the abilities of children. Children become irresponsible only when we fail to give them opportunities to take on responsibility.

Understanding the Child's Goal:
Every action of a child has a purpose. His basic aim is to have his place in the group. A well behaved and well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making his own useful contributions to it. The misbehaving child is still trying, in a mistaken way, to gain social status.

The Four Goals of a Child's Misbehavior:
The child is usually unaware of his goals. His behavior, though illogical to others, is consistent with his own orientation-

#1 - Attention getting...wants attention and service
#2 - Power...wants to be the boss
#3 - Revenge...wants to hurt us
#4 - Display of inadequacy... wants to be left alone

Our Reactions to a Child's Misbehavior Patterns:

#1 - Feel annoyed...wants to remind and to coax
#2 - Feel provoked..."you can't get away with this!"
#3 - Feel deeply hurt..."I'll get even!"
#4 - Feel despair..."I don't know what to do!"

Fallacy of First Impulse:
By acting on our first impulse, we tend to testify the child's misbehavior patterns, rather than to correct them.

Minimize Mistakes:
Making mistakes is human. We must have the courage to be imperfect. Build on strength, not on weakness.

Danger of Pity:
Feeling sorry for the child, while natural, often adds harm to an already tragic situation and the child may be more harmed by the pity than by the actual tragedy. Life's satisfactions depend on one's ability to take things in stride. Feeling sorry for someone leads to his self-pity and to the belief that life owes him something.

Don't be Concerned with What Others Do:
But accept responsibility for what we can do. By utilizing the full potential of our constructive influence, we do not have to worry about what others may do to the child. Compensation for the mistakes of others is unwise and overprotection may rob the child of his own courage and resourcefulness.

A Family Council:
Gives every member of the family a chance to express himself freely in all matters pertaining to the family as a whole and to participate in the responsibilities each member has for the welfare of the family. It is truly education for democracy and should not become a place for parents to "preach" or impose their will on children, nor should it deteriorate into a "gripe" session. The emphasis should be on "What Can We Do?"

Have Fun Together:
And thereby help develop a relationship based on mutual respect, love and affection, mutual confidence and trust, and feeling of belonging. Playing together, working together, sharing interesting and exciting experiences lead to the kind of closeness which is essential for cooperation.

- The Elementary Principal

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Handout B15

FIVE MYTHS THAT SABOTAGE YOUR POSITIVE ATTEMPTS AT PARENTING

1. Parents SHOULD and MUST ALWAYS get what they want, when they want it (such as instant obedience) without needing TO WIN their children's cooperation and good will.

   FACT: Parents who are considerate, friendly and patient with children usually are far more successful than parents who demand instant results.

2. Children MUST be perfect, SHOULD NEVER make mistakes, SHOULD NEVER get in mean moods, SHOULD ALWAYS be good, mannerly and thoroughly capable.

   FACT: No one is perfect. Parents and children alike are fallible persons, who often make mistakes in judgements and behavior.

3. CRITICIZING, NAGGING, SCOLDING, lecturing and becoming hostile toward children will change the children for the better and make them learn to cooperate.

   FACT: Such control methods seldom work, often backfire and result in children being even less willing to cooperate with and please their parents.

4. Children are BORN UNCOOPERATIVE with a built-in determination to defy and rebel against parental authority.

   FACT: Children learn what they live. For the most part, their behavior reflects back the treatment given them by their parents. Example: sassy children have sassy parents; impatient parents produce impatient children; cooperative, kind parents rear cooperative kind children.

5. Children are TO BLAME for their parents' feelings of anxiety, frustration and anger.

   FACT: NOBODY makes ANYBODY feel ANY way. We blame others, including children, when we refuse to accept our own personal responsibilities; when we do not want to take the time and make the effort necessary to achieve our wishes.

AND the sad truth is: Parents who themselves have been taught to believe these myths to have unrealistic assumptions, teach their children to also have them. Thus these myths are handed down from generation to generation.

Materials drawn from The Basics of Practical Parenting by Ken Marlin.

Handout B16

ALTERNATIVE METHODS FOR CHILD GUIDANCE AND DISCIPLINE

1. Eliminate the "no-no's" as much as possible in your home. Make a safe corner in your home for the infant and toddler to explore in.

2. Make your home as self-service as possible - decrease the amount you wait on children at all ages.

3. Encourage your child's efforts, rather than the end product. "I see you are working hard at printing the letters."

4. Accept your child's strong feelings without making her feel guilty, but at the same time redirect her activity or enforce the limit.

   "I can understand that the baby's crying bothers you, but I cannot let you cover her mouth with your hand. Come into the kitchen and play with playdough."

5. Share your reasons, feelings and thoughts with your children when you say, NO.

   "I understand it would be fun for you if I drove you to the movies." "But, I really want to stay home and finish reading my book." "So, I'm going to say "no, I won't drive you to the movies."

6. Use natural and logical consequences when appropriate.

   "I can see you feel awfully bad about your dolly, but when you leave your dolly outside all night, there's a good chance the dog will chew it up."

7. Modify the environment.

   Adding to the environment:
   "Your fighting with the record on makes me thing you are bored. Here's some pots and pans to use for a marching band.

   Limit the environment:
   "You are getting carried away with the finger paint, it's all over your arm. You need to keep the finger paint on the paper."

   Change the environment:
   "Katy, I can't let you and Sarah sword fight with the tinker toys. You come into the dining room and play with your legos."

8. "Time-Out" is an interruption of a child's unacceptable behavior by removing her form the "scene of action". Removal stops the behavior and takes her away from whatever reinforcing events are encouraging or strengthening it. It is most effective when you tune into what behavior begins a chain of undesirable behaviors and cut it off early - time out. Praise quickly and matter-of-factly and acceptable behavior as soon as it appears.

Developed by M. Burns.

WORDS AND ACTIONS THAT ENCOURAGE

Think of a work and home situation current in your life and write a sentence or cite a situation that will encourage the relationship.

* Use words like these to encourage cooperation.

- Good
- I agree
- I see
- Exactly
- Please
- Wow
- O.K.
- Great
- Terrific
- Really
- That's right
- You seem to like
- Good idea
- Very clever
- Excellent
- Good work
- I understand
- You don't say
- You did
- How considerate
- Thanks for
- It looks like you enjoy
- Would you help me
- I like that

ADD YOURS:

home--

work--

* Use these phrases as "door openers"

- Tell me about it
- I'd like to hear about it
- Tell me more, please
- Want to talk about it
- Let's discuss it
- Let's hear your side
- Sounds like you've go troubles
- Seems pretty important to you
- Tell me the whole story

ADD YOURS:

home--

work--

*Let your face tell your child or colleague she's O.K.

- Smiling
- Winking
- Nodding head
- Laughing
- Wrinkling nose
- Giggling
- Looking interested
- Grinning in a friendly way

ADD YOURS:

home--

work--

* Be near to your child or colleague as a way to say she's O.K.

- Walking together
- Sitting down beside
- Talking, listening
- Just visiting
- Eating together
- Playing games together
- Solving problems together
- Going to a movie together

ADD YOURS:

home--

work--

*Touch your child or colleague and she'll feel she's O.K.

- Sitting (holding) on lap
- Patting back, shoulder
- Stroking arm
- Shaking hand
- Snuggling
- Hugging
- Touching
- Holding hand
- Kissing

ADD YOURS:

home--

work--

Developed by M. Burns.

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EVERYBODY SAYS

EVERYBODY SAYS
I LOOK JUST LIKE MY MOTHER
EVERYBODY SAYS
I'M THE IMAGE OF AUNT BEE
EVERYBODY SAYS
MY NOSE IS LIKE MY FATHER'S
BUT I WANT TO LOOK LIKE ME.

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Handout B19

BE GOOD TO YOURSELF

1. Take good care of yourself.

    Proper nutrition is essential to good health. Gorging yourself on junk foods can have you paying the price of reduced physical and emotional well-being.

    Get enough sleep and rest. Cut back on work hours if you have been overextending yourself.

    Ask for what you want, you have a right to make your needs known. Don't hint. Don't complain. Simply communicate strength.

    Do at least one thing each day simply because you want to, or because you feel like it. Have fun!

2. Determine what elements in your life (work and home) that are most important to you and give it your prime time and energy.

    You probably won't be able to meet everyone else's standards, so decide what yours are. You can compromise to some extent, but don't sell yourself out" trying to meet someone else's standards.

    As an aid to help you decide what's most important to you and your time: brainstorm things that are important to you, then rank order from the most to the least important to you. Now attach the number of hours you actually give each listing. Reflect on the list and readjust time allotments if you'd like to give more time to your top priorities.

3. Do very few things that you resent or strongly prefer not to do, unless you are convinced it is worth the price that you and others pay. (Yes, others do pay a price for your selflessness or martyrdom).

    Allow others to be responsible to a great extent for their own needs.

    Cooperation in household tasks helps each member feel part of the family unit.

4. Live in the here and now. "One day at a time." Let go of the past disappointments or future worries. The past is over, the future is not here yet. Wasting time on past or future events will prevent your from enjoying the present.

Material drawn from: "Be Your Own Santa Claus" by Sandra Gordon Stoltz, 1978.

Handout B20

Suggestions for Building Self-Esteem

1. Recognize your own worth. Being a parent is important, being an employee is important.

2. Let others both at work and your children at home, know that they are LOVED and WANTED.

3. Include your children in daily activities and problem solving.

4. Tell those you live with, your children, and those you work with their strengths:

   - Accomplishments and efforts
   - Encourage children to grow and try new things

5. Treat each person, and most of all your children, with honesty and respect.

   - Don't make fun of attempts
   - Don't label or belittle or shame them
   - Don't talk about them (especially children) in their presence in a negative or destructive manner.

6. Be sensitive and responsive to needs. "You don't have to act scary or sick or mad to get taken care of, "when talking to your six year old.

7. Be aware of your own feelings about each child, those in your family and coworkers.

8. Be specific rather than general about achievements and jobs well done. "You did a great job stacking the dishes" rather than "Oh, I see you cleaned up" when speaking to your five year old.

9. Show and tell children what to do and how to do a task.

10. Give sympathy and understanding about difficulties.

    - Don't "do for" or overprotect

11. When you discipline focus on the action, not the person:

    "I don't like the way you forget to write down my phone messages. I need to return my calls," rather than "You're so stupid - you can't even remember a simple message."

12. Accept a child's feelings although the actions may be unacceptable.

    "I can understand that you're disappointed because I won't drive you to the game, but I cannot allow you to hit your brother because you're angry,"

13. Talk to children not at them.

14. Listen to children.

15. Reward for being, just because a child exists.

    - "I'm glad you're a boy or a girl"
    - "Your needs are O.K. with me"
    - "You have every right to be here"
    - "I like to hold you, touch you, be with you"

16. Say what you mean. Saying one thing and acting another way invites craziness.

17. Treat your children the way you treat your friends. They will be your friend too.

18. Remember, children learn more from a model than a critic.

19. CATCH YOUR CHILDREN BEING GOOD

20. **Take care of yourself, you are important.

Material drawn from a workshop presentation by Claudia Freund.

BOOST YOUR CHILD'S SELF ESTEEM

THROUGH WHAT YOU SAY

- Daily tell your child what she did or does that pleases you.
- Never ridicule you child. It only confirms her own self-doubt.
- Encourage your child to express her beliefs and get her anger out.
- Help your child label and identify feelings this does not mean you are encouraging them to ACT on these feelings.
- Give directions to proper and logical sequence. Do not give too many at once.

ADD YOURS:

THROUGH YOUR UNDERSTANDING

- Encourage your child's new efforts, not just successful attempts.
- Help child develop independence.
- Do not over protect or do for your child what he/she can do for him/herself.
- Call attention to your child's strengths help her/him also realize that other things may take more work.
- Do not encourage competition. Too few win and all children expect to win.

ADD YOURS:

THROUGH YOUR EXPECTATIONS

- Set clear limits for your child.
- Provide a safe environment with no or few restrictions for exploration.
- Provide activities within the developmental reach of your child.
- Provide a wide variety of play materials and activities to allow for many different types of play - both "traditionally" girl/boy toys for each child.
- Allow enough time to finish.
- Believe in your child and help her/him believe in her/himself.

ADD YOURS:

THROUGH YOUR PROBLEM SOLVING

- Confront your child's misdeeds privately, explain your feelings, discuss a way to resolve the problem.
- Give child some choice in the day's chores, activities, etc.
- Let your child come up with some of her/his own tasks to accomplish.
- Provide opportunities and faith for your child to solve his/her own problems.
- A child who thinks she/he can, can.

ADD YOURS:

Developed by M. D. Burns

Handout B22

Boosters and Belittlers

1. Think over the past week and list when you've heard and accepted a "Booster or a Belittler" at work and at home.

2. Now add other "Boosters" to your list that you could have accepted with a simple "thank you."

3. Make a commitment to yourself to let in more "Boosters" and carefully screen the Belittlers before accepting them.

Booster's	Belittlers
Mine	Mine
My child's	My child's

4. Now go back and reflect on how you give your child Boosters and Belittlers. Make a commitment to send more Boosters.

Materials drawn from: Celebrate Yourself, Dorothy Corkille Briggs, 1979

Handout B23

A MEMORANDUM FROM YOUR CHILD

1. Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.

2. Don't be afraid to be firm with me. I prefer it. It lets me know where I stand.

3. Don't use force with me. It teaches me that power is all that counts. I will respond more readily to being led.

4. Don't be inconsistent. That confuses me and makes me try harder to get away with everything that I can.

5. Don't make promises; you may not be able to keep them. That will discourage my trust in you.

6. Don't fall for my provocations when I say and do things just to upset you. Then I'll try for more such "victories."

7. Don't be too upset when I say "I hate you." I don't mean it, but I want you to feel sorry for what you have done to me.

8. Don't make me feel smaller than I am. I will make up for it by behaving like a "big shot."

9. Don't do things for me that I can do for myself. It makes me feel like a baby, and I may continue to put you in service.

10. Don't let my "bad habit" get me lot of your attention. It only encourages me to continue them.

11. Don't correct me in front of people. I'll take much more notion if you talk quietly with me in private.

12. Don't try to discuss my behavior in the heat of a conflict. For some reason my hearing is not very good at this time and cooperation is even worse. It is all right to take the action required, but let's not talk about it until later.

13. Don't try to preach to me. You'd be surprised how well I know what's right and wrong.

14. Don't make me feel that my mistakes are sins. I have to learn to make mistakes without feeling that I am no good.

15. Don't nag. If you do, I shall have to protect myself by appearing deaf.

16. Don't demand explanations for my wrong behavior. I really don't know why I did it.

17. Don't tax my honesty too much. I am easily frightened into telling lies.

18. Don't forget that I love and use experimenting. I learn from it, so please put up with it.

19. Don't protect me from the consequences. I need to learn from experience.

20. Don't take too much notice of my small ailments. I may learn to enjoy poor health if it gets me much attention.

21. Don't put me off when I ask HONEST questions. If you do, you will find that I stop asking and seek my information elsewhere.

22. Don't answer "silly" or meaningless questions. I just want you to keep busy with me.

23. Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.

24. Don't ever suggest that you are perfect or infallible. It gives me too much to live up to.

25. Don't worry about the little amount of time we spend together. It is how we spend it that counts.

26. Don't let my fears arouse your anxiety. Then I will become more afraid. Show me courage.

27. Don't forget that I can't thrive without lots of understanding and encouragement, but I don't need to tell you that, do I?

TREAT ME THE WAY YOU TREAT YOUR FRIENDS, THEN I WILL BE YOUR FRIEND TO.

REMEMBER, I LEARN MORE FROM A MODEL THAN A CRITIC.

Materials drawn from: The King's Business Magazine, published by the Bible Institute of Los Angeles, Inc., by International Study Group Newsletter published by Chicago Council, Community Child Guidance Center, Inc., November, 1963

Handout B24

7 Ways To Hug Your Kid

1. Catch your child "being good." Praise good behavior—you'll start seeing more of it!

2. Make "being good" easy. Putting your favorite vase out of sight for a few years isn't giving in. It's saving your sanity. And the vase!

3. Help your child let off steam. Your kid doesn't have an energy crisis! Running, yelling, acting silly—outdoors in the daytime—will prevent frayed nerves at night.

4. Don't keep your child guessing about rules. Be clear. Be firm. Be reasonable.

5. Set a good example. Anger is for words, not fists.

6. Give yourself a break. That's why God made babysitters. A happy parent is a good one.

7. Hug! Who doesn't improve with hearing a genuine "I love you"?

Adapted from a publication by the U. S. Department of Health, Education and Welfare. Material drawn from "The Aggressive Child" by Fritz Redl and David Wineman.

Handout B25

AFFIRMATIONS

We tell children how we expect them to behave and feel about themselves by what we say to them and about them.

Pam Levine in her book BECOMING THE WAY WE ARE lists the messages that people with low self esteem needed to hear and identified the ages at which each should start. Of course, these ages are approximations.

BIRTH TO SIX MONTHS (BEING)
You have every right to be here.
Your needs are O.K. with me.
I'm glad you are a (boy, girl).
You don't have to hurry.
I like to hold you.

(I'm glad you are here).

SIX MONTHS TO EIGHTEEN MONTHS (STARTING TO DO THINGS ON OWN)
You don't have to do tricks to get approval.
It's O.K. to do things and get support at the same time.
(Try things, initiate things, be curious, be intuitive).

(I'm glad you are here and I see you are doing things).

EIGHTEEN MONTHS TO THREE YEARS (LEARNING TO THINK)
I'm glad you are growing up.
I'm not afraid of your anger.
We can both think and feel at the same time.
You don't have to take care of me when you think.
You can be sure about what you need.

(I'm glad you are here and I see you are doing things and I expect you to start learning about cause and effect (thinking).

THREE YEARS TO SIX YEARS (LEARNING WHO WE ARE)
You can be powerful and still have needs.
You don't have to act scary (or sick or sad or mad) to get taken care of.
You can express your feelings straight.
(It is O.K. to feel mad but you are not to hit Jimmy).

(I'm glad you are here and I see you are doing things and I expect you to continue learning about cause and effect and I expect you to start differentiating feelings and actions and to ask for your needs to be met straight).

SIX YEARS TO TWELVE YEARS (GETTING READY TO DO THINGS OUR OWN WAY)

You can think before you make that rule your own.
You can trust your feelings to help you know.
You can do it your way.
It's O.K. to disagree.
You don't have to suffer to get what you need.

(I'm glad you are here and I see you are doing things and I expect you to continue learning about cause and effect and I expect you to differentiate between feelings and actions and to ask to get your needs met straight. I also see that you are trying out, thinking about, altering and claiming your own way of looking at things and doing things in order to take care of yourself).

THIRTEEN YEARS TO NINETEEN YEARS (WORKING THROUGH OLD PROBLEMS AND SEPARATING FROM PARENTS)

You can be a sexual person and still have needs.
It's O.K. to know who you are.
You're welcome to come home again.
I love you.

(I see that you are recycling, going over old needs and problems with an added dimension of sexuality. It's O.K. to work through and to separate and assume responsibility for your own needs and feelings and behavior as a grown up person in the world).

Materials drawn from C. Annette Pattie.

Handout B26

WHAT RESEARCH SAYS ABOUT WORKING MOMS AND THEIR CHILDREN

1. Household operations have become so much more efficient and family size is smaller so we cannot be certain that today's child with a working mother receives less attention than yesterday's child with a nonworking mother.

2. With more efficient households, women no longer with tiny children may need to make a more sufficient and deep use of her abilities.

3. Due to higher employment rates for women, smaller family size, and longer life expectancy, motherhood has come to occupy less of a woman's adult life and work has come to occupy more.

4. In the quality of mother-child interactions during the first years no difference was found between working and nonworking mothers.

5. In divorce, the mother's job helped her cope more effectively, psychologically and economically.

6. It has been found that there are no negative effects among school children due to the fact that mothers often compensate for their absence by increasing the amount of direct interaction with the child when they are home.

7. Among preschool children's social competence, it was discovered that the most competent children had mothers who worked and were sensitive to the fact that their work presented the child with a special situation that needed to be considered.

8. In the dual career family, the father is less likely to have a second job, and as a result, has more time for the family.

9. The data suggest that the working mother is more likely to encourage independence in her children.

10. The findings suggest working mothers provide models for what, most likely, the future holds for their daughters.

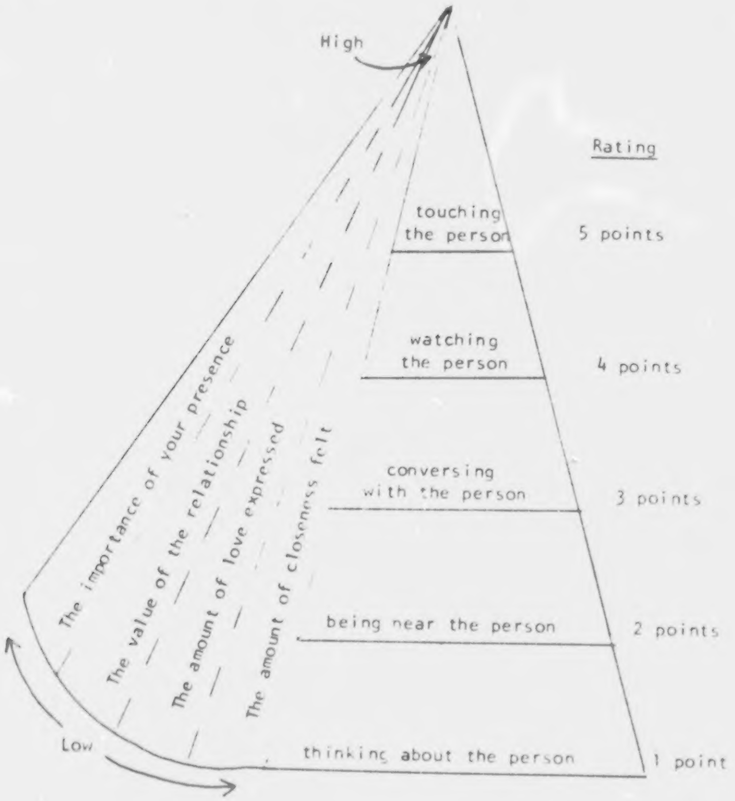
11. Most of the studies show positive effects for a mother's employment during a child's adolescent years.

Material drawn from: "Maternal Employment," Hoffman

Handout B27

QUALITY TIME, QUALITY INTERACTIONS

As the value of your presence increases, the quality of the relationship also rises.


High
Rating
touching the person
5 points
watching the person
4 points
conversing with the person
3 points
being near the person
2 points
thinking about the person
1 point
The importance of your presence
The value of the relationship
The amount of love expressed
The amount of closeness felt
Low

Go through your day and see how you can get the most out of your time with your family. Write your ideas.

Morning________________________ Midday________________________

Goodbye________________________ Evening________________________

Bedtime________________________

From Prime-Time Parenting, by Kay Kuzma, reprinted with permission of Rawson, Wade Publishers, Inc., Copyright 1980, Kay Kuzma.

QUALITY TIME WITH TOTS

The trouble is my kids never heard of it. All they want is plain time—mine

BY JEAN MARZOLLO

I don't know where I heard it first, but, as a working mother, I remember the relief with which I greeted this concept: It isn't the quantity of time you spend with your child that counts, it's the quality. The word had immediate appeal. *Quality:* one good wool sweater rather than two cheap ones; whole wheat toast rather than potato chips, real plates instead of paper ones.

That's the answer, I naively thought. Quality time. As long as I arrange regular periods of quality time with my children, I can continue to work throughout my child-rearing years. I imagined coming home from the office, setting down my briefcase and immediately devoting one fantastic hour to my children. We would fingerpaint, dance, read books, whatever they wanted, and when that wonderful warm hour was over, I would have time for my own needs. My children would be so saturated with motherly love that they would understand and willingly let me go.

Quality time. It sounds so nice you could put it to music—*I will have my time, and you will have your time. Quality, quality, quality time!* Too bad it doesn't work. Or, to put it another way, too bad children have no respect for concepts.

First of all, they don't sit still when it's quality time. They fidget and squiggle and want a drink of juice. They need their shoes tied, their snaps snapped, their hands washed and their boo-boos kissed. It takes them half an hour to get settled.

Work it out: One hour of quality time plus one half hour of getting started equals I-don't-think-I-can-make-it. (I'm waiting to take a bath and have a drink.) Work it out the other way: One hour of quality time minus one half hour of preparation equals only one half hour of quality time with the children, just enough to whet their appetites. "Read another one, Mommy. Let's play another game. Mommy! Mommy!"

Why don't they ever stop needing me?

When I come home from work, I can just barely set my briefcase down before they are at me. They hug my coat and jump up and down making excited sounds, like puppies. I love my children very much, but for the first few moments after I get in the door, that's beside the point. I want to take off my coat, go to the bathroom and wash up, quietly.

"Hi! What? Oh, really? Great. Just let me get my coat. . . . That's nice. Yes, just let me get my coat off. What? Yes, I heard you. I have to go to the bathroom. Wait a minute, stop talking for just a minute. I'll be right back."

Maybe you have a way of dealing with this. If so, I'd like to know what it is. I've tried explaining that Mommy needs a few minutes to be by herself before she can be with them. But then they only stare at me, wait 15 seconds—which to them is an eternity—and ask, "*Now* can we talk to you, Mommy?"

"Not quite yet."

"Now?"

Deep sigh. They are, after all, little children. They don't understand time.

Vaguely, in my personal ancient history, I remember being a grown-up and not a parent. Whatever did I do between the hours from five to seven p.m.? I think I used to have a cup of tea and read the whole newspaper.

But what's the point of nostalgia? Now when I come home from work, my kids clamor at me—and my husband, who has been taking care of them since they got home from nursery school and kindergarten and who has made supper, has a dazed look.

He would like to smother the kids, I would like to rest, and they would like to play.

Do the experts have solutions for this predicament? I'm sure it was a four-star expert who said, "*It isn't the quantity of time you spend with your child that counts, it's the quality.*"

What did he or she imagine? That I would wear a cape with one button, which I could undo with one hand while setting my briefcase down with the other? That, crouching gracefully, I could hug two jumpy children and simultaneously smile at my husband without falling over backward? That I would exclaim, with cheerful interest, "Tell me about your day"?

"I made a dinosaur," says the six-year-old.

Marvelous! What kind? What's its name?

"Mommy, Mommy, know what?" interrupts the four-year-old. "I took all the little cars and hid them all over the house, some in the living room, some in . . ."

What a splendid idea!

". . . the dining room, some in the kitchen and . . ."

I am still crouching, smiling, nodding, balancing.

". . . some upstairs, and after you find the green ones and Danny finds the red ones, and . . ."

Why, I'd love to play that game, David!

From Working Mother Magazine, July 1980 issue.

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". . . Daddy finds the blue ones . . ."

Please, just let me get up.

"WAIT! I'M NOT FINISHED!"

Does the expert think I want to hear the whole thing? Please, expert, please may I have permission to ask David to be quiet while I talk to Daddy?

". . . I will find all the rest!"

Yes. You will find all the rest. And then, we'll count what we found. That will be so educational.

I look up. My husband's eyelids are half closed, but I can see that his eyeballs have spirals in the middle and that the spirals are twirling around and around, the way they do in cartoons when someone has been hit over the head with a sledgehammer.

"How was your day?" I ask with a sinking heart. I am now halfway across the kitchen. The bathroom is just 10 steps ahead. Perhaps I could say, wait, don't tell me yet, I have to go to the bathroom, and then there's quality time. . . .

"TERRIBLE. My gallery said the piece they shipped to Kansas City got dropped and my welding machine doesn't work right and I think I have a cold."

Deeper sigh. Can I help it if he's a struggling artist? All I want is a positive sign that the day was devoid of major catastrophe and that life is in some small way worth going on with. No, forget that. All I want is to go to the bathroom.

"And the kids are driving me crazy. They've been fighting all afternoon. But at least I made some good chicken. Want a beer?"

It's over. The children are silent, and he has asked a conciliatory question. Each member of my family has extracted his piece of flesh from The Mommy Who Works. Now we can go on.

We eat supper. The chicken *is* good. The kids eat without fussing and whining. They ask, as they always ask, where did you go? I tell them, as I always tell them, I went to New York City on the train, and when I got there, I walked to my office at Scholastic Magazines.

That's the irony: I work as an editor on a kindergarten magazine and write books for and about children. I know all sorts of clever, creative, "quality" things to do with children. I could tell you how to build a birdhouse, plant tomatoes and make kites and placemats. But then you might think I do these kinds of things with my children in the evening, and I would feel like a hypocrite. I mean, I *might* do some of these things with my children *some of the time*, but certainly not on a regular basis. If I did, I'd never make it.

So when the editors of *Working Mother* asked me to write an article listing things parents and children could do together during *quality time*, I cringed, because I've come to hate that phrase. It implies something regular, perfect and glowy, as if life could ever be that way. Sure, we all have wonderful moments with our children, but these moments hardly ever occur because we *planned* them.

TEN GOOD ACTIVITIES FOR PARENTS AND YOUNG CHILDREN TO SHARE IF THEY WANT TO

I don't think it's possible to set aside time, other than perhaps bedtime reading time, for quality interaction. So all I'm going to offer here are some general suggestions for low-key activities that you and your children can share if you want to. But you don't have to.

ead picture books together

If you do nothing else on this list and only do this three or four times a week, you're doing fine. For starters, here are some authors to look for in the library: Susan Jeffers, Rosemary Wells, Maurice Sendak, Margaret Wise Brown, Ruth Krauss, James Marshall, Martha Alexander, Amy Ehrlich, Tana Hoban and Steven Kellogg. There are many more good ones, but these authors have each written several wonderful books for small children.

Going to the library, by the way, can be a "quality time" experience for Saturdays. If you're tired after reading two or three books aloud, ask your children to look at their books while you read the paper. It can be very pleasant to read next to "reading" children.

ix a snack together

Cooking is a highly touted activity for children for good reason: It's both fun and educational. But unless you feel especially patient and ambitious, don't try anything fancy. Keep it simple. Make popcorn, cinnamon toast or peanut butter play-dough, the recipe for which is: Mix together ½ cup powdered milk, ½ cup peanut butter and ¼ cup honey in a bowl until it forms a ball. Give the ball to your child to shape into snakes, worms, cookies, peas, carrots, hamburgers, hot dogs and snowmen. This recipe is easy, fun, tasty and even nutritious.

o over your child's papers

Sit down and take some time to do this. Young children often bring home beautiful paintings and drawings. Ask your child to tell you about them. Share your thoughts too. This reminds me of a mountain. What does it remind you of? I like the way you made all those dots of paint. How did you do that? What's your favorite color? What things usually have that color? Don't ask all of these questions as if you were a drill sergeant, but ask one or two of them. Don't rush your child's answers. Children need time to think and get their words out.

ake something simple together

Paper dolls, paper chains and paper airplanes are easy and inexpensive to make. Or, tell your child you would like to write someone a letter; ask your child to

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draw a picture on a piece of paper so you will have pretty stationery to write the letter on. Here's another idea: Make a Thumbelina puppet by drawing two eyes and a mouth on your thumb with a pen. Draw a face on your child's thumb, too. Now your puppets can talk with one another.

Again, keep it simple. If you start projects that are overly ambitious, you and your children will become discouraged and probably won't ever try such projects again.

uddle up on the couch and listen to records

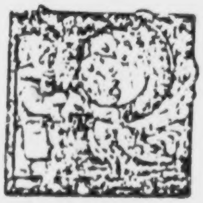
If you feel that you and your children watch too much TV, try listening to records instead. While TV feeds children so much visual and auditory stimulation that they hardly have time to think, records stimulate only the sense of hearing. Children have to *imagine* what's going on. There are many wonderful records available for children in stores and at the library. Here are some I recommend: *Peter and the Wolf* by Prokofiev (it's scary but fun to listen to with a grown-up), *Hansel and Gretel* by Humperdinck (go over the story of the opera with your children ahead of time), Sesame Street records, records starring Jim Henson's Muppets, Carole King's *Really Rosie* and *Songs to Grow On* by Woody Guthrie.

raw pictures and color together

Keep a supply of paper, crayons and felt-tipped markers handy, to use whenever you and your children feel like it. These supplies should be accessible to the children so they can get them when they wish, without having to interrupt what you're doing. Perhaps the children will draw while you cook or do the dishes. Later, perhaps you'll all sit down and color together. Keep a few coloring books on hand. While frowned on by educators, they can be very soothing for young and old alike.

ake daily entries in a diary

Each day ask your children to tell you something to write down. Write their words as they say them, resisting the urge to turn this activity into a grammar lesson. Some days your children may wish to draw pictures to go with their day's entry.



lay games

Candyland and *Uncle Wiggily* are two commercial board games that four- and five-year-olds like. They are not good losers, so you may have to let them win. They will know what you are doing, but will not feel the least bit insulted. Don't stew about it. In a few years when they are more grown-up, they'll want to play fair. You can also invent simple card games. For example. You put down a card, then your child puts down a card. Which card is higher? The player who put down the higher card gets both cards. This sort of game is good because the outcome is immediately known, and your child gets to win frequently. If you can't stand to play, suggest the game to the babysitter or to your husband.

alk with each other about your respective days

This is not easy. For some reason children like to talk to you while you're on the phone, but the moment you sit down and ask them, "How was school today?" they reply "Fine." Period. Did you have a good time? Yes. What did you do? Play. After some thought and experimentation, I discovered a trick for getting my kids to talk. I say: "Tell me about your day. What was the best thing, the worst thing and the middle thing?" The middle thing, they have come to understand, is something they sort of liked but sort of didn't like, as well. We put these questions to each other every so often and usually find we have a lot to say, particularly about the middle thing because we want to explain exactly what we liked and what we didn't like.

Watch television together

I put TV at the end of the list because I consider it a last resort. If I *don't* feel like reading, drawing or chatting, and I *do* feel like snuggling with my family and watching television, I do it. I can't help it if TV is bad for kids. We watch *Sha-na-na, Happy Days, Mork & Mindy, Mighty Mouse, Tom and Jerry* cartoons, *The Little Rascals* and old Fred Astaire movies. I do my best to counter the insidious pressures of advertising by telling children that commercials try to get people to buy stuff they don't necessarily need, and furthermore, that commercials sometimes exaggerate about how good something really is. They like the idea, and like to think they can spot the whoppers.

So if you thought there was something snazzier that you were supposed to be doing with your children during so-called moments of "quality time," maybe you feel better now. Keep in mind that *nobody* does all of the above things on a regular, scheduled basis. Not even full-time mothers, and certainly not the experts. How could they? They are too busy writing articles telling other people what to do. ■

Jean Marzollo's latest book about children is Supertot *(Harper & Row); her latest picture book for children is* Close Your Eyes *(Dial Press). Two more of her children's books will be published this year:* Uproar on Holler Cat Hill *and* Amy Goes Fishing, *both by Dial Press.*

COUNTERING SEX-ROLE STEREOTYPING

Below are some specific ways parents can help children unlearn sex role stereotypes.

* WE can be good parent models...
Consider our male dominated language where studies show "MEN" is taken literally by children. In one experiment a children's class was given the topic "ART OF MAN" and they drew pictures of men and women.

Consider jokes we tell, laugh at and repeat: mother-in-law, dumb blonde,women driver

When these are repeated, children think about parent attitudes - perhaps demeaning toward women.

* LOOK at the words we use with children...
Are only boys praised because of their strength and physical accomplishments? Are only girls praised due to their appearance and good looks?

* CHECK who does what around the home
  - who does the nurturing
  - who fixes broken toys
  - laundry
  - cooking

* TURN outside the family...
Who are the role models our children are exposed to: doctor; dentist, letter, carrier..

- T.V.....
Be more critical about these messages:

1. Women are viewed as sex objects, watch T.V. with kids, talk about and dispel these views.

2. Women are inordinately obsessed with cleanliness, cooking, etc. as the ads would lead us to believe. Talk to children about how anybody might be concerned about cleanliness, fixing dinner, etc.

3. Women function best in a supportive role rather than a leadership role. When this occurs, ask children what could SHE have done...

4. Women are not capable of tough analytical thinking, quick acting in emergencies, taking care of situations, or being dependable. Ask children if they really believe women are like this. Use examples from you own life, colleagues, relatives, friends, and neighbors lives, to dispel these beliefs.

5. Talk with children about how few main characters are women and how few women as main characters solve situations. Talk with children about how she may have solved the plot...

Material drawn from: Parenting for Peace and Justice, McGinniss

Exercise B31

ROLES

Fold paper in half and on one side mark characteristics you would want for your daughter. Flip paper over and check characteristics you would want for your son. Open sheet and compare. Discuss your choices.

Daughter	Son
-RESOURCEFUL	-RESOURCEFUL
-HAPPY-GO-LUCKY	-HAPPY-GO-LUCKY
-MAKES FRIENDS EASILY	-MAKES FRIENDS EASILY
-RESPONSIBLE	-RESPONSIBLE
-SELF STARTER	-SELF STARTER
-INTUITIVE	-INTUITIVE
-COOPERATIVE	-COOPERATIVE
-INTELLIGENT	-INTELLIGENT
-INVENTIVE	-INVENTIVE
-TRUTHFUL, HONEST	-TRUTHFUL, HONEST
-INQUISITIVE, CURIOUS	-INQUISITIVE, CURIOUS
-STANDS UP FOR SELF	-STAND UP FOR SELF
-FAIR, JUST	-FAIR, JUST
-KIND, COMPASSIONATE	-KIND, COMPASSIONATE

Developed by: M. Burns

Handout B32

A SMALL SURVEY

1. According to a small survey in purchasing children's toys - Do you agree?
    - a. Up to age 2 children can receive many of the same toys. (Stuffed animals, blocks, educational toys)
    - b. The older the child, the greater the need to differentiate between male and female appropriate toys.
    - c. Adults brought traditional boy and traditional girl toys to children of each sex.
    - d. Some adults made exceptions for a particular child regardless of sex appropriateness.
2. The survey went on to describe toys in these categories:
    - a. Masculine: more varied, more expensive, more complex, more likely to involve a higher level of activity, usually needed playmates.
    - b. Neutral: creative.
    - c. Feminine: simple, passive, solitary play.
3. Assignment/Task
    - (1) Watch Sesame Street or another show and record the episodes as to the number of male/female characters and what they are doing.
    - (2) Go to a toy store: look at packaging, catergorizing as male, female or neutral as we discussed.
    - (3) Go to a book store, categorize children's books as male, female or neutral.
    - (4) To through your child's toys and categorize as male, female and neutral.
    - (5) Go through Sears catalog and categorize as male, female or neutral.

Developed by: M. D. Burns

7. CONSIDER THE AUTHOR'S OR ILLUSTRATOR'S BACKGROUND

Analyze the biographical material on the jacket flap or the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject? If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?

- Similarly, a book that deals with the feelings and insights of women should be more carefully examined if it is written by a man—unless the book's avowed purpose is to present a strictly male perspective.

8. CHECK OUT THE AUTHOR'S PERSPECTIVE

No author can be wholly objective. All authors write out of a cultural as well as a personal context. Children's books in the past have traditionally come from authors who are white and who are members of the middle class, with one result being that a single ethnocentric perspective has dominated American children's literature. With the book in question, look carefully to determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work. Are omissions and distortions central to the overall character or "message" of the book?

9. WATCH FOR LOADED WORDS

A word is loaded when it has insulting overtones. Examples of loaded adjectives (usually racist) are *savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile,* and *backward.*

- *Look for sexist language and adjectives that exclude or ridicule women.* Look for use of the male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is outmoded. The following examples show how sexist language can be avoided: *ancestors* instead of *forefathers, chairperson* instead of *chairman; community* instead of *brotherhood, firefighters* instead of *firemen; manufactured* instead of *manmade, the human family* instead of *the family of man.*

10. LOOK AT THE COPYRIGHT DATE

Books on minority themes—usually hastily conceived—suddenly began appearing in the mid-1960s. There followed a growing number of "minority experience" books to meet the new market demand, but most of these were still written by white authors, edited by white editors and published by white publishers. They therefore reflected a white point of view. Only very recently, in the late 1960's and early 1970's, has the children's book world begun to even remotely reflect the realities of a multiracial society. And it has just begun to reflect feminists' concerns.

The copyright dates, therefore, can be a clue as to how likely the book is to be overtly racist or sexist, although a recent copyright date, of course, is no guarantee of a book's relevance or sensitivity. The copyright date only means the year the book was published. It usually take a minimum of one year—and often much more than that—from the time a manuscript is submitted to the publisher to the time it is actually printed and put on the market. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children's book publishing is attempting to be "relevant," it is becoming increasingly significant.

Additional copies of this pamphlet are available for 10¢ each plus postage or $5 per hundred.

This is a publication of the Racism and Sexism Resource Center for Educators, a division of the Council on Interracial Books for Children (CIBC). It is reprinted from the CIBC's *Bulletin* which is published eight times a year and analyzes the content of new children's books and educational materials for racism, sexism, ageism, materialism and other anti-human values. Yearly subscriptions (8 issues) are $10 for individuals, $15 for institutions, libraries and contributing individuals. For subscriptions and a free catalog listing other materials available from the Resource Center, please write the CIBC, 1841 Broadway, New York, N.Y. 10023.

10 Quick Ways
To Analyze
Children's Books
For
Racism And Sexis

The Council on Interracial Books for Childre
1841 Broadway, New York, New York 10023

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th in sch and out, young children are
sed to racist and sexist attitudes. These atti-
s—expressed over and over in books and in
r media—gradually distort their perceptions
stereotypes and myths about minorities and
en are accepted as reality. It is difficult for a
rian or teacher to convince children to
tion society's attitudes. But if a child can be
n how to detect racism and sexism in a
, the child can proceed to transfer the
eption to wider areas. The following ten
elines are offered as a starting point in
uating children's books from this perspec

• • •

HECK THE ILLUSTRATIONS

Look for stereotypes. A stereotype is an over-
lified generalization about a particular
p, race or sex, which usually carries deroga
implications. Some infamous (overt) stereo-
s of Blacks are the happy-go-lucky water-
n-eating Sambo and the fat, eye-rolling
mmy"; of Chicanos, the sombrero-wearing
or fiesta-loving, macho bandito; of Asian
ricans, the inscrutable, slant-eyed "Orien-
of Native Americans, the naked savage or
nitive" craftsman and his squaw; of Puerto
ns, the switchblade-toting teenage gang
her; of women, the completely domesticated
ner, the demure, doll-loving little girl or the
ed stepmother. While you may not always
stereotypes in the blatant forms described,
for variations which in any way demean or
ule characters because of their race or sex.
Look for tokenism. If there are non-white
acters in the illustrations, do they look just
whites except for being tinted or colored in?
all minority faces look stereotypically alike,
re they depicted as genuine individuals with
nctive features?
Who's doing what? Do the illustrations
ct minorities in subservient and passive roles
s leadership and action roles? Are males the
e "doers" and females the inactive obser-
?

2. CHECK THE STORY LINE

The Civil Rights Movement has led publishers to weed out many insulting passages, particularly from stories with Black themes, but the attitudes still find expression in less obvious ways. The following checklist suggests some of the subtle (covert) forms of bias to watch for.

• *Standard for success.* Does it take "white" behavior standards for a minority person to "get ahead"? Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do non-white persons have to exhibit extraordinary qualities—excel in sports, get A's, etc.? In friendships between white and non-white children, is it the non-white who does most of the understanding and forgiving?

• *Resolution of problems.* How are problems presented, conceived and resolved in the story? Are minority people considered to be "the problem"? Are the oppressions faced by minorities and women represented as causally related to an unjust society? Are the reasons for poverty and oppression explained, or are they accepted as inevitable? Does the story line encourage passive acceptance or active resistance? Is a particular problem that is faced by a minority person resolved through the benevolent intervention of a white person?

• *Role of women.* Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationship with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed?

3. LOOK AT THE LIFESTYLES

Are minority persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group in question is depicted as "different," are negative value judgments implied? Are minorities depicted exclusively in ghettoes, barrios or migrant camps? If the illustrations and text attempt to depict another culture, do they go beyond over-simplifications and offer genuine insights into another lifestyle? Look for inaccuracy and inappropriateness in the depiction of other cultures. Watch for instances of the "quaint-natives-in-costume" syndrome (most noticeable in areas like costume and custom, but extending to behavior and personality traits as well).

4. WEIGH THE RELATIONSHIPS BETWEEN PEOPLE

• Do the whites in the story possess the power, take the leadership, and make the important decisions? Do non-whites and females function in essentially supporting roles?

• How are family relationships depicted? In Black families, is the mother always dominant? In Hispanic families, are there always lots and lots of children? If the family is separated, are societal conditions—unemployment, poverty—cited among the reasons for the separation?

5. NOTE THE HEROES AND HEROINES

For many years, books showed only "safe" minority heroes and heroines—those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes and heroines based on their own concepts and struggles for justice.

When minority heroes and heroines do appear, are they admired for the same qualities that have made white heroes and heroines famous or because what they have done has benefited white people? Ask this question: Whose interest is a particular figure really serving?

6. CONSIDER THE EFFECTS ON A CHILD'S SELF-IMAGE

• *Are norms established which limit the child's aspirations and self-concepts?* What effect can it have on Black children to be continuously bombarded with images of the color white as the ultimate in beauty, cleanliness, virtue, etc., and the color black as evil, dirty, menacing, etc.? Does the book counteract or reinforce this positive association with the color white and negative association with black?

• What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds? What about a girl's self-esteem if she is not "fair" of skin and slim of body?

• In a particular story, is there one or more persons with whom a minority child can readily identify to a positive and constructive end?

UNIT V: WORKING AND PARENTING

PART C: SINGLE WORKING PARENTS

Content

1. Issues of the Single Working Parent Lifestyle
2. Adjustments to the Single Parent Lifestyle
3. Reading Resources for Parents and Children

Objectives

Participants will:

1.a. Examine the impact of being an employed single parent.

b. Understand and apply the six stations of divorce.

c. Assess the postive aspects of being a single parent.

d. Identify major issues faced by single parents: economics, coping with single parenthood, divorce, persona Life.

2.a. Explore methods of communicating and co-parenting with former mate.

b. Learn ways of easing a child's adjustment to the separation.

SALLY FORTH
by Greg Howard
WHAT KIND OF MAN DO YOU THINK YOU'LL MARRY, HILARY?
MARRY? I PLAN TO HAVE A MEANINGFUL RELATIONSHIP WITH A SIGNIFICANT OTHER
1-16
© Field Enterprises, Inc. 1982
SALLY!!
COMING, MOTHER
howard

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Content

1. Issues of the Single Working Parent Lifestyle

Statistics now tell us that almost two thirds of our children will at some point during their growing up years live in a single parent family.
Consider:

- Over ten million children are living with their mother alone.
- Over one million children are living with their father alone.
- In 1978, where women were single heads of households, 34% had an income of $5,000 or less, and 31% had an income of $5,000 to $10,000. The lot has not improved.

Thus the strains of being a single parent are many including the challenges and frustrations of having full responsibility for the children, both caregiver and provider. This coupled with the single mother's considerable financial disadvantage is just plain hard work.

Who are single parents? Single parents are people raising a child without another parent or partner in the home. This situation may have come about due to a separation, divorce, or being widowed. It may also be the case that the person never married, or is caring for a child without legal arrangements.

Single parents who are employed and also maintain a family at home are a special group and well deserve a pat on the back. The dynamics of a job, career and role of breadwinner are even more in focus for the single parent and are juxtaposed to the role of parent nurturer and child care giver.

The Six Stations of Divorce

In their work Process in Relationship, Powers and Lee have outlined "The Six Stations of Divorce." The stations are:

1. Emotional divorce (problem of the deteriorating marriage).
2. Legal divorce (problem of grounds).
3. Economic divorce (money and property).
4. Coparental divorce (custody, parenting, visitation).
5. Community divorce (changes of friends and community).
6. Psychic divorce (regaining individual autonomy).

Powers and Lee believe there stations must be passed through as a positive way of facing and coping with divorce.

Content

The Positive Side

Single parents can often come to see their experience with a true sense of self-reliance, compassion and joy in themselves and their children. Single parents need support and encouragement in dealing with their job, their children, their ex-partner and the economics of their single life. A total change in lifestyle occurs when single parenthood begins.

Financial Strains

Single parents must cope with strains on resources and money. As was reported at the Minnesota Governor's White House Conference on Stress and Work, poverty is the overriding fact of single parent family life.

Coping with Single Parenthood

Even though one parent families are on the rise, two parent families remain "typical" in the minds of the general public. One parent families find themselves fighting to become a valued family unit. As it is now, society, in general, creates many inequities through its "couple oriented" emphasis. It is important that employees, churches, communities and counselors not only become aware of the changes, but look at and emphasize strengths of one parent families...start moving toward normalizing and stabilizing new family forms.

Divorce

Single parents are no longer in the family unit this country considers "normal": mother, father and children. There is pain attached with feeling different and a tendency to "blame" every problem a child has with not having a "proper" family. In order to accept themselves as parents, single parents need to work through the deeply internalized myth of "normal" parenthood.

A beginning point is to focus on coping with the emotions related to divorce, separation, abandonment.

Personal Life

Single parents who have to have to work to support their children, know how incredibly stressful it is when *earning money for* and *being with* their families come into conflict. Single working parents have as a common theme, the need to bring the provider and parent roles more into harmony.

Application	Resources
Distribute Handout: "Impact of Becoming a Single Parent" to participants. Ask group members if they have had like or disimilar experiences to those the survey presents about being a single parent. Invite all to expand on their own experiences.	Handout C1: "Impact of Becoming a Single Parent", developed by Mary Dooley Burns
There are many stresses associated with becoming a single parent. Many are connected with the person's own self-esteem. Others are associated with shared parenting and many are linked to children. The handout "Issues Faced by Single Parents" may be distributed and used as a discussion point, or used as background material by the teacher.	Handout C2: "Issues Faced by Single Parents" developed by Mary Dooley Burns
"The Six Stations of Divorce". Go through the six stations giving examples. Distribute the blank handout and invite participants to take notes, give examples from their own lives and make comments.	Handout C3: "The Six Stations of Divorce" adapted by Maya Hansen Jones from Process in Relationship, Powers and Lee

THE SIX STATIONS OF DIVORCE

1. The Emotional Divorce - the problem of the deteriorating marriage.

    - Conflict has taken its toll
    - Don't give of self to others - don't aid personal growth of others
    - Hate any evidence of dependence on the other
    - May appear to function O.K. to other people
    - Can be emotionally divorced but live together a life of time without a legal divorce.

(Continued)

Application

Resources

2. The Legal Divorce - the problem of grounds.

   - Used to need grounds - most common were desertion, nonsupport, cruelty - often not true, someone had to be "at fault"
   - Now states have "no-fault" divorce.

3. The Economic Divorce - dealing with money and property.

   - In U.S. a couple is considered an economic unit
   - Must be property settlement - assets divided in two
   - Tax laws complicate it
   - Alimony - usually wife's needs and husband's ability to pay - child support - court acts - nonpayment is contempt of court - but no way to make them pay
   - Wife's ability to support herself
   - Displaced homemakers.

4. The Coparental Divorce - dealing with custody, single-parent homes, and visitation.

   - Who will live with whom
   - Parents kidnapping own children
   - Court awards custody - usually mother.

5.. The Community Divorce - surrounding the changes of friends and community.

   - Change in status
   - Ours is a "couple" society - but changing - more options for single people
   - Loneliness

(Continued)

Application

6. The Psychic Divorce - the problem of regaining individual autonomy.

   - Most difficult state - but can be most creative
   - Those who had individual autonomy in marriage will have less trouble (they are less likely to divorce to begin with)
   - Learning to live without someone to lean on - but also without someone to support. No one to blame for troubles, no one to stop personal growth, no one to grow with
   - Must gain or regain dependence of self and faith in ability to cope.

Lead the exercise:
"Positive Aspects of Single Parenting" as a way of supporting single parents. It is important to build on the positives and strengths participants have in their lives. The activity can be used with a sub-group of single parents or as a small group activity, as a take-home assignment or as a handout. Participants are asked to list what they feel are some positive aspects of their solo parenting. If used with a group, pull the group together for sharing and comments.

Exercise on "Financial Concerns and Single Parenthood". Chart some of the following concerns for all participants to see.

"Some Financial Concerns for the Single Parenthood Lifestyle"

* Smaller housing
* Restricted use of a car
* Affordable quality childcare
* Fewer clothes
* Mundane meals

(Continued)

Resources

Handout C4: "Positive Aspects of Single Parenting"
Single Parents are People Too!
Murdock, Butterick, 1980

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Application	Resources
* Need to work outside the home, full time to gain family benefits: health care, sick leave, vacation pay * Inadequate and infrequent child support * Dwindling welfare aid. Ask for additional concerns. Use the list to show all single parents have financial concerns and may experience feelings of panic and powerlessness. NOTE: During this sharing the teacher is encouraged to employ reflective listening and active listening techniques rather than the role of problem solver.	
Support parents by sharing results of a current study done on single parents: * To be well adjusted, single parents need to be employed * Single parents need the money * They need a sense of independence and capability * They need adult friends * They need a social life	Information drawn from Single Parents are People Too!, Murdock, Butterick, 1980
Handout "Budgeting Assistance" as a resource for participants.	Handout C5: "Budgeting Assistance" from Single parenting; a Practical Resource Guide, Atlas

2. Adjustments to the Single Parent Lifestyle

Along with the job, the kids and the economics, enter the ex-partner. Many single parents struggle over sharing parenting with someone they can't live with, and probably no longer love. Consider how overwhelming it is for a single parent to remain a coparent with an ex-spouse or ex-partner. It is so exhausting and burdensome for two people who are already angry and alienated from each other to cope with the difficulties and challenges inherent in coparenting - the same situations two parents consider in shared parenting situations is almost insurmountable.

Application	Resources
Chart some "Obstacles Society Creates for the One Parent Family" and include such items as: - Childcare difficulties - Limited housing - Limited job training - Stereotypes: "broken homes" "Unwed mother" "Latch-Key children" - Limited positive single family models in: - Children's school books - Story books - T.V. - Magazines, media in general Invite the group to share others.	Article C6: "Help for the Single Super Mom", Jill Storey, Ms. magazine, April, 1981.
Distribute "Making Change Ms. Gazette" as a resource for improving the status of one parent families.	Article C7: "Ms. Making Change Gazette:, Ms. magaine, April, 1981
Pass out the handout "On Becoming a One Parent Family". Share with participants that the loss of a mate needs to be dealt with and mourned over just as if the loss were caused by death. Present the concepts to the participants, invite the group to share as much as they want about how they passed through the steps. Give suggestions as to how each step can be handled.	Handout C8: "On Becoming a One Parent Family", *"Co-Parenting, A Source Book for the Separated or Divorced Family,"* Galper
Film Resources: "Raising Michael Alone" (Continued)	Can be borrowed from Minnesota Curriculum Services Center, White Bear Lake, MN

Application

"Mothers After Divorce"

Film Resources:

"Raising Michael Alone," 17 minutes, color. Part of the Exploring Childhood Series available through local district or call Minnesota Curriculum Services Center at (612) 770-3943 or write: M.C.S.C.
3554 White Bear Avenue
White Bear Lake, MN 55110

(Summary: Michael, age 11, lives with his mother in a large city. His mother talks about her personal life, her job and her responsibilities involved in raising Michael alone.)

Points to watch for in the film:

- Look for the ways Michael and his mother talk and plan for their daily activities and their life together
- The process of leaving for work/school
- The consciousness of social pressures
- How the woman identifies her own needs

Questions to help stimulate discussion after the film:

1. What pressures did the mother in the film experience? How did she arrange to cope with them? (Invite participants to share their own pressures and ways of coping).
2. What community supports were available to the family? (What supports have participants used or plan to use?)
3. What new stresses might this mother anticipate as Michael grows older?

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Resources

Minneapolis Technical Institute

Application

4. How did the mother's job play into the turmoil of separation?

5. What are the mother's fears about her job? Are they familiar to you?

"Mothers After Divorce" a new 20 minute color film. Available through:

The Parent and Family Education
Resource Center
Jefferson School
1200 West 26th Street
Minneapolis, MN

or call Barbara Baichtal 348-5682
or 822-2381 evenings

or write Rena Gray
Minneapolis Technical Institute
1415 Hennepin Avenue
Minneapolis, MN 55403

Resources

Application	Resources
Hand out "Your Relationship with Your Former Mate". Participants often want to talk about their relationship with their ex-spouse or ex-partner.	Handout C10: "Your Relationship with Your Former Mate" Developed by Mary Dooley Burns
Having violent, angry, hateful feelings is a complicated experience. These feelings occur in everyone. The problem is knowing when and how to act on these feelings in a way that is not destructive to the people around us, especially our children. Bottled up feelings of anger about family issues may spill over to work. Handling anger more effectively is a life skill that pays off in both personal health and personal productivity. Distribute the handout on "Anger". Ask participants to work divided into small groups. Spend a few minutes on Part 1 sharing experiences related to anger. Then move on to Part 2 and ask participants to discuss how they have dealt with explosive situations.	Handout C11: "Anger" Developed by Mary Dooley Burns

Content

Custody - Joint Custody - Shared Custody

Joint custody, shared custody, or a dual home system is an arrangement where divorced parents share the responsibility, decision-making and care for their child. The child's time is divided between two homes. The amount of time spent with each parent may vary considerable, from a split week with alternating weekends to two-week periods, and in some instances, alternate years.

Application

In some cases, preschool children remain in the "homebase" while their parents move in and out of "the nest" on a previously agreed-upon schedule. Funds have to be ample enough to provide child-space in both homes. Chart and brainstorm factors in each situation. The list may include some of the following:

Custody Goes to One Parent

- exclusive responsibility for child
- feel overloaded as the solo parent
- other parent resents having lost child
- child resents loss of second parent
- child has an anchor
- threat of gaining custody from other parent "trade off the kids for cash"
- along with disappointment in each other as a marital partner, intolerable differences in child rearing attitudes
- may be best for babies and very young children who lack a fundamental sense of time and geography in realtionship to two homes
- feel relief and increase in self-esteem

Joint or Shared Custody

- shared responsibility for the child
- trendy

(Continued)

Resources

Resource
Information from "Joint Custody, Does it Work?" Echman
Working Mothers, September, 1981
and Co-Parenting, a Source Book for the Separated or Divorced Family, Galper, 1978

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Application	Resources
- share having child, child has not lost a parent - fathering valued as much as mothering - respect each other in parenting role - may not be an equal time split - child has two half-anchors - custody crisis, fear children won't be returned - truck back and forth loads of toys, books, clothes, kids need to master and be clear about schedules - need strong commitment to joint custody, need skills in communication and caring	

Custody and Visitation

Custody and visitation arrangements are not simple matters. Many kinds of arrangements have been used. There are no easy answers. The arrangments will vary depending on age and interests of the children and the parental situations.

Facilitating the Child's Adjustments

A note to single parents: their adjustments rub off on the children. If they can live within a budget, are usually satisifed with their job and adapt to being single reasonably well, they generally have little to worry about as far as their children are concerned. Children can accept both change and sacrifice when the need is obvious, and when the parent sets the example of taking troubles in stride.

In addition, there are some direct reciprocal strengths between parents and kids in single parent families. Consider the following:

Children see adult strengths:
- courage to leave an unhappy marriage
- ability to support a family
- willingness to learn new skills

Adults give children more responsibility:
- more jobs around the house
- more in charge of their own care
- learn about decision making, i.e. as in money related decisions.

Divorce can be a painful shock for children. Share with participants that effects of divorce vary with age:

Preschoolers (2-4 yrs)
- may become insecure, dependent, demanding
- fear loss of their home
- may feel responsible for the break-up

School Children (5-8 yrs)
- may feel abondonded
- may be intensely insecure and sad
- school performance may suffer

Young Adolescents (9-11 yrs)
- understand the situation
- may feel angry toward parent they think "caused" divorce
- may feel ashamed
- may have problems with sleeping, health, school or friends

Adolescents (12-18 yrs)
- may withdraw from family
- assert independence as a way of coping
- behavior may become more aggressive or antisocial

Application	Resources
● Arrangement for custody and visitation are based on a combination of children's school schedules, parents' work schedules and other needs of the parents and children. There are not set answers as to what arrangements are best. Distribute and work through the handout "Tips and Guidelines For Custody and Visitation". Invite participant comments.	Handout C12: "Tips & Guidelines for Custody & Visitation," Ourselves and Our Children Boston Women's Collective
● Distribute the handout "Easing Your Child's Adjustment". Ask participants to read it over and share other successful tips.	Handout C13: "Easing Your Child's Adjustment," from Single Father's Handbood, Latley

3. Reading Resources for Parent's and Children

Single Parent's Bibliography:

"Breaking the Broken Home Stereotype: Single Parenting Without Guilt," Michael Obstaz, *The Men's Survival Resource Book*, pp. 129-132, M.S.R.B. Press, Minneapolis, MN, 1978.

"*Co-Parenting, A Source Book for the Separated or Divorced Family*. Meriam Galper, Running Press, Philadelphia, 1978.

"It's Sunday. Why Aren't They Back From Their Father's House?", Sonia Petrie, *Working Mother*, April, 1982. Vol. V, No. 4, pp. 76-83.

"Joint Custody, Does it Work?" Fern Maya Echman, *Working Mother*, September, 1981, Vol. IV, No. 5, pp. 72-73, 112-122, 172.

Ourselves and Our Children, Boston Women's Health Collective, Random House, New York, 1978.

Single Father's Handbook, Richard H. Gatley and David Koulach, Anchor Books/Doubleday, New York, 1979.

Single Parents are People TOO! Carol Vejvoda Murdock, Butterick, New York, 1980.

Stepparenting, Jean and Veryl Rosenbaum, Chandler and Sharp, Corte Madera, 1977.

Resources for Children:

A Look at Divorce, Susanne Sedgwick, Lerner Publications Co., Minneapolis, 1976.

All About Families the Second Time Around, Helen Coale Lewis, Illustrator: Jill Dublin, Peachtree Publishers, Ltd., Atlanta, 1980.

All Kinds of Families, Norma Simon, Illustrator Joe Lasher, Albert Whitman and Co., Chicago, 1978.
(Summary: Explores in words and pictures what a family is and how families vary in makeup and lifestyles).

Just Me and My Dad, Mercer Mayer, Golden Press, New York, 1977.

Martin's Father, Margrit Eichler, Illustrator: Bev Magennis, Lollipop Power, Inc., 1971.

Mommy and Daddy are Divorced, Patricia Perry and Marietta Rynch Dial, New York, 1978.
(Summary: Two young children try to understand and cope with the confusion and pain of their parent's divorce. Photographs).

On Divorce, Sara Bonnett Stein, Photographer: Erika Stone, Walker and Co., New York, 1979.
(Summary: Separate text for parents and children. Explores various emotions aroused by divorce).

One More Thing, Dad, Susan L. Thompson, Illustrator: Dora Leder, Albert Whitman and Co., Chicago, 1980.

Sometimes Mama and Papa Fight, Marjorie Weinman Sharmat, Illustrator: Kay Chorao, Harper and Row, New York, 1980.

Talking About Divorce, Earl A. Grollman, Beacon Press, Boston, 1975.
(Summary: A guide to helping small children of divorcing parents understand and accept the fact that their parents are no longer able to live in the same residence together. Includes a parents' guide, sources for further help, and a bibliography of fiction and nonfiction about divorce).

Two Places to Sleep, Joan Schuckman, Carolrhoda Books, Minneapolis, 1979.
(Summary: David describes living with his father and visiting his mother on weekends after his parents' divorce).

Handout C1

IMPACT OF BECOMING A SINGLE PARENT

In a survey done in 1979, 84% of all single parents were women and reported many things on the "up side of life." Check the summary below and see if you have similiar or conflicting conclusions in your own life.

1. Family life is adapting to the needs of the twentieth century.
   * 75% of single parent families are doing well and the kids know it.
   * 84% say they receive emotional support from friends, 75% from family.
   * 79% feel good about gaining more control over their life.
   * 77% are proud of the fact they are able to maintain the same or comparable living quarters.
   * The children are well adjusted.
   * The institution of the family is resilient enough to survive new lifestyles.
   * Single parents can go it alone and do fine.

2. When the noncustodial parent remains involved, the single parent families do well.

3. Unhappy parents (25%) have troubled children.
   * If the parent is "doing O.K.," 62% of the kids feel closer to the parent they live with.
   * If the parent is unhappy in every way (25%) the children feel different from other children, feel more lonely and get upset more easily.

4. To be well-adjusted, single parents need to be employed.
   * They need the money.
   * They need a sense of independence and capability.
   * They need adult friends, social life in general, being employed means being a happier person, a more interesting person and having friends for the majority of single parents.

Developed by: M.D. Burns

Handout C2

ISSUES FACED BY SINGLE PARENTS

The parents who share parenting after a separation are "pioneers on new soil." They learn from themselves and their children as they "break the ground," Single parents find themselves having to face difficult issues with their former mate:

1. Trusting the children with the former mate is problematic. Trusting that the care is tender and loving toward the children; trusting differences in child rearing styles will not be played up; trusting that the children will not be played against the partners...

2. Communicating about arrangements, how the children are feeling, etc. It is a real challenge to put hostility aside and communicate thoughtfully and senitively about the children.

3. Boundaries between co-parent and ex-spouse become shadows. It is troublesome for many single parents to figure out how to stay involved and yet no more involved than is necessary for the smooth sharing of children.

4. Living structured and scheduled lives. Men are more familiar living with a structured life at work and now must also have to arrange their lives around their children. Women, on the hand, are used to structuring their lives around home and family, now must fit in paid employment.

5. Transitions involved for children going back and forth, the arrivals and departures from home to home can be upsetting. The children may be all keyed up, disoriented and tense. The adults may join them and feel the exhaustion of continually changing their environment and lifestyle.

Developed by: M. Burns

Handout C3

THE SIX STATIONS OF DIVORCE

1. The Emotional Divorce - the problems of the deteriorating marriage.

2. The Legal Divorce - the problem of grounds.

3. The Economic Divorce - dealing with money and property.

4. The Coparental Divorce - dealing with custody, single-parent homes, and visitation.

5. The Community Divorce - surrounding the changes of friends and community.

6. The Psychic Divorce - the problem of regaining individual autonomy.

Adapted by: M.H. Jones, materials drawn from: Process in Relationships, Powers and Lee

Handout C4

POSITIVE ASPECTS OF SINGLE PARENTING

Below are some positive components some single parents have indicated. Read through them and add several of your own.

> "My emotional state is much stronger."
>
> "I am feeling so much less rejected."
>
> "I know I can be alone. I know how good I am. I know my children will survive."
>
> "I've stopped knocking my head against the wall. Much of the stress I had been living with walked out the door."
>
> "I can clearly say no or yes to my children. I have the power to decide what I'll spend my money on."
>
> "I have a new sense of self-sufficiency as a parent, there is no buffer, no one can substitute for me."
>
> "As I watch my children grow throughout their childhood, I feel a sense of accomplishment. It was my job and I did it."
>
> "I notice even more the more direct impact my child has on me and I have on her now that my partner is not present to intervene."
>
> "There is no bickering over who's in charge."
>
> Add yours:

Material drawn from: Single Parents are People TOO!, Murdock, Butterick, 1980

Handout C5

BUDGETING ASSISTANCE

Check your area for a Consumer Credit Counseling Service agency, commonly referred to as CCCS. Here you will find trained counselors able to provide free budget counseling and able to give you help in setting up a realistic family budget, no matter what your income.

If you find yourself unable to make monthly payments, CCCS will arrange with your creditors to accept reduced monthly payments through its monthly payment plan. The Consumer Credit Counseling Service can usually persuade creditors to agree to reduced payments over a longer period of time than you could arrange yourself, so you can pay them and still meet your living expenses. For more information about Consumer Credit Counseling in your area, contact:

National Foundation for Consumer Credit
1819 H Street NW
Washington, D.C. 20006
(202) 223-2040

HELP FOR THE SINGLE SUPERMOM

By Jill Storey

"Two parents in every home" is the American motto, despite the fact that one-parent families increased more than 70 percent during the past decade, while two-parent families *decreased* 4 percent. From airline family fares to father-daughter school dinners, society creates obstacles for single parents fighting for recognition as a valued family unit. Single mothers often must fight for simple survival due to the lack of support systems such as child care, job training, housing, and child-support enforcement. And rather than getting credit for managing to maintain a job, a family, a home, and an education on her own, the single mother labors under stereotypes such as "broken home," "unwed mother," or "latch-key children." There are no quick solutions, but these pages present the efforts of people around the country to improve the status of one-parent families.

NOW RENTING:

Single Parents Welcome

When the Volunteers of America proposed renovating the North Hollywood Apartments in North Hollywood, a suburb of Los Angeles, local bankers balked, realtors were angry, and the community protested vehemently. The problem was not only that the apartment complex was to be low-income housing, but that it would feature the Maud Booth Family Center, a social service and child-care facility for one-parent families. "The business community thought that a social service agency had no right to get involved in the housing market, and the local residents envisioned irresponsible 'unwed' mothers and unsupervised kids," recalled Dick Flanarty, director of the center. "But we convinced them that single parents are regular people, too."

That was in 1970; today, North Hollywood Apartments is a reality, with one third of its 477 one- and two-bedroom garden apartments reserved for one-parent families with up to three children, with low federally subsidized rents. "We recognized that one-parent families needed special services, but we didn't think they ought to be in an isolated community," explained Patricia Lane, director of program operations at Volunteers of America. (Warren Village in Denver, the only similar program in the country, is for single parents only.) "Here, they are integrated with other families just as they are in society," she added. The complex is racially integrated also, with about 35 percent white, 55 percent Hispanic, and 10 percent black families.

Only the one-parent families—almost all of whom are headed by women—are eligible for the services of the Maud Booth Family Center. "Many families come to the center in a real state of disarray," said Lane. "The purpose of the program is to help stabilize the families and ultimately to better their economic situation. They can live here and use our services for as long as they like, but we do encourage them to move on to independent living arrangements once they're on their feet."

To help the parents become self-sufficient, the social service arm of the center has a staff of five

Anna Rich

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professionals and paraprofessionals who provide family counseling, parent education programs, career development workshops, and individual vocational counseling. They also help the parents deal with outside institutions such as welfare agencies and Medicaid.

Equally important is the child-care center for children of parents who are working, looking for work, or in educational and job-training programs. The center is open to preschoolers from 6:30 A.M. to 6:00 P.M., and before- and after-school care is provided for schoolchildren through age 12. There is a sliding-scale fee for child care, but most parents end up paying only about 50 cents a week. Meeting rooms for the use of the tenants and a playground for the children are additional features of the apartment complex.

The kinds of families that come to the Maud Booth Family Center vary greatly, according to director Dick Flaharty. "Some mothers are quite with it," he said. "They're competent, they've had some college, maybe they even have a job. They got into our program because their lives were devastated and they couldn't cope with all the changes. With a little emotional backup from us, they're able to function adequately and then move on."

"Those are the simple cases. Other women have more limited resources and," said Flaharty, "they really have to struggle for every step they take. One family that arrived here had been living in a motel on welfare. The father had deserted them, and the kids held the mother responsible for the breakup. The mother's self-esteem was at rock bottom—she didn't care about her appearance, she had no faith in her ability to do anything. We counseled her and the kids, and eventually got her into a job-training program at a nearby hospital. She ended up getting a job at the hospital and moving out to her own place."

THE NUMBERS

- **Of the 30 million families with children under 18, 81 percent are headed by married couples, 17 percent (more than 5 million) by single mothers, and 2 percent (600,000) by single fathers.**
- **Among single-parent families from 1970 to 1979, female-headed families increased by 81 percent, and male-headed families increased by 65 percent.**
- **42 percent of single mothers are divorced, 28 percent are separated, 17 percent were never married, and 13 percent are widowed.**
- **The 1979 median annual income of married couples with children is $20,400—compared with $7,000 for single mothers, and $4,500 for single mothers whose children are all under the age of six.**
- **Currently, nearly 2 million single mothers have incomes below the poverty level.**
- **Less than 4 percent of divorced women collect alimony.**
- **71 percent of white single mothers are awarded child support, compared with 44 percent of Hispanic women and 29 percent of black women.**
- **35 percent of all single mothers collect child support; 52 percent of divorced mothers and 6 percent of never-married mothers receive support payments; of those receiving payments, only 49 percent collect the full amount awarded.**
- **In 1978 the average annual child-support payment per family was $1,800.**

(Statistics from two current population reports of the Bureau of Census: Special Studies, Series P-23, No. 106 and No. 107.)

CHILD SUPPORT:

Collection Tactics That Work

As many single parents know, being awarded child support is one thing but collecting it can be quite another (see the statistics above). There are enforcement agencies in every state, but most of them are distressingly ineffective. One agency with teeth in it, however, is the Nebraska Child Support Enforcement Office, which is required by a state statute to prosecute any parent who is more than 30 days behind in support payments.

To persuade delinquent parents to pay up, the Nebraska office has instituted a program called Phone Power. "We encourage our caseworkers to telephone nonpaying parents instead of writing them, which is the standard procedure," explained David C. Rasmussen, administrator of the agency. "A lot of people will just rip up a letter, but they'll be responsive when confronted on the phone." Caseworkers have also been successful in using the phone to locate absent parents through the parents' relatives and associates.

It's hard enough to raise children and have a job at the same time—add to that earning a college degree, and it's next to impossible. However, some colleges have designed "external degree" programs that enable students to earn a B.A. in the standard four years or less without being in residence, taking courses, or taking exams. For example, the Goddard College Adult Degree Program in Plainfield, Vermont, involves a two-week residency per semester followed by supervised independent study projects at home. Credit is also given for students' life experiences. Currently, one third of the students enrolled in the Goddard program are single mothers. Goddard College, Empire State in New York, and Antioch College in Yellow Springs, Ohio, are the pioneers of external degree programs; for a complete listing, consult the "Guide to Undergraduate External Degree Programs in the United States," by the American Council of Education. (Order from: American Council of Education, Publications Department, 1 Dupont Circle, Washington, D.C. 20036; $10.50, plus $2 postage and handling. Prepayment required.) Make sure that any program you consider is accredited.

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A Lesson for the Teacher

As the study on this page by the National Committee for Citizens in Education indicates, school personnel often don't understand what life is like for children who live with one parent. Nancy McGrath, an elementary counselor in the Baltimore County school system and a single parent of four children herself, has developed a two-pronged approach to make the schools in her district more responsive to the children's needs.

Workshops for School Staff. McGrath's week-long summer workshop—with speakers, films, tapes of sessions with children of single parents, and a panel of single parents—helps teachers, counselors, and school nurses understand what happens in one-parent families and what the special needs of these children are. The graduate-level course also teaches community resources to which they can refer single parents.

At the end of the course, each participant creates a plan for disseminating what she or he learned to other faculty and staff. "To my delight," reported McGrath, "many of them actually implemented their plans."

Groups for Children. McGrath also conducts weekly counseling groups for children of one-parent families. "It's mostly a rap session," explained McGrath. "They talk about things that happen in their families that they can't discuss with anyone else—including their parents—and they tend to find out that they share the same feelings and problems." If a child is going through a period of crisis at home, McGrath will notify the child's teachers so that they can be extra supportive.

Groups for students in changing families have been started in a number of other school districts. John Sheridan, a school counselor in Pennsylvania's State College Area school district, has written a series of handbooks for use in conducting these programs. The series includes *Structured Group Counseling Handbook* and *Bibliotherapy Handbook* for counselors; *Changing Family Handbook* for junior high and high school students; and *Readings in Changing Families*. All are available free from John Sheridan, Park Forest Junior High School, 2180 School Drive, State College, Pennsylvania 16801.

The National Committee for Citizens in Education conducted a national survey of single parents to find out how schools dealt with one-parent families. Here are some of the results:

- Less than half of the schools schedule parent-teacher conferences outside of working hours.
- Almost half the schools have social events for only the mother or the father to attend with the child (e.g., "Breakfast with Dad").
- Almost half of the parents thought that the school assumes that any problems their children have are related to being from a one-parent family.
- Nearly half the parents had heard the staff use stereotyped language such as "broken home."
- 10 percent of the parents had heard the staff make positive comments about one-parent families.
- Less than 5 percent of noncustody parents receive notices from the school about school activities.
- Only one third of the schools permit the noncustody parent to attend parent-teacher conferences.

For the full report, which includes recommendations and model programs, send $3.25 to the National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Dept. SP, Columbia, Maryland 21044.

GROUPS

National Single Parent Coalition. 10 West 23rd Street, New York, New York 10010; (212) 620-0755. The Single Parent Support Center in New York has received a planning grant to develop a national network of single-parent programs. "We'd like to see single-parent groups become politicized, to realize the power of their collective voice," said Sue Jones, director of the coalition.

Parents Without Partners. 7910 Woodmont Avenue, N.W. Washington, D.C. 20014; (202) 638-1320. Membership organization offering social and educational programs with chapters nationwide.

Custody Action for Lesbian Mothers. P.O. Box 281, Narberth, Pennsylvania 19072; (215) 667-7508. Provides legal and emotional assistance to lesbian mothers nationwide.

Displaced Homemakers Network. 755 8th Street, N.W., Washington, D.C. 20001; (202) 347-0522. Network of programs offering training and counseling to women displaced from the homemaker role through divorce or widowhood.

Family Resource Referral Center. National Council on Family Relations. 1219 University Avenue, S.E., Minneapolis, Minnesota 55414; (612) 331-2774. Computerized information and referral service on the field of family studies.

Ruth Harmon

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FOR KIDS

Joshua's Day. by Sandra Lucas Surowiecki (*Lollipop Power, P.O. Box 1171, Chapel Hill, N.C. 27514, 1977, $2.15, ages 2 to 5*). Joshua lives with his mother who takes him to the day-care center where he has fun with the teachers and children.

Two Places to Sleep. by Joan Schuchman (*Carolrhoda Books, 241 First Avenue North, Minneapolis, Minn. 55401 1973, $4.95, ages 2 to 5*). The story of a boy who lives with his father and visits his mother.

All Kinds of Families. by Norma Simon, illustrated by Joe Lasker (*Albert Whitman, 1975, $5.95, ages 4 to 7*). Depicts the wide variety of family structures and family activities in America.

It's Not the End of the World. by Judy Blume (*Bantam, 1980; $1.95, 4th to 7th grade*). Two sisters cope with their reactions to their parents' divorce.

The Boys and Girls Book About Divorce. by Richard A. Gardner (*Bantam, 1971, $1.95, 5th grade to junior high*). A classic guide for children that discusses feelings about divorce and gives practical suggestions on how to cope.

How To Get It Together When Your Parents Are Coming Apart. by Arlene Richards and Irene Willis (*David McKay, 1977, $1.75, junior high to high school*). Presents real stories of teenagers dealing with their parents' divorce and its aftermath.

Ruth Harmon

THERE'S SANITY IN NUMBERS

Everyone today seems to be worrying about the single mother who is a career woman [illegible] Barbara Mann [illegible] forced to [illegible] home [illegible] children [illegible]

[illegible]

[illegible] in parenting. One mother, who attends school full-time and works part time, felt inadequate because she was having trouble handling her four-year-old son. Mann recalls. "She would call me at 10 P.M. to tell me her son was throwing a tantrum. She just wanted to be told, 'It's okay, you're doing fine.' Self-sufficiency doesn't mean isolation."

FOR PARENTS

MOMMA: The Sourcebook for Single Mothers. edited by Karol Hope and Nancy Young (*New American Library, 1976, $4.95*). An anthology of personal experiences, sociopolitical analyses, and practical advice.

The Working Mother's Complete Handbook. by Gloria Norris and Jo Ann Miller (*E.P. Dutton, 1979; $7.95*). A practical guide, based on interviews, for both single and married mothers on how to manage a job and a family.

Single Parents Are People, Too! How To Achieve a Positive Self-Image and Personal Satisfaction. by Carol Vejvoda Murdock (*Butterick, 1980; $3.95*). A chatty book on single parents' problems and how they solve them.

Going It Alone: The Family Life and Social Situation of the Single Parent. by Robert S. Weiss (*Basic Books, 1979; $10.95*). A report, based on interviews with single parents, on what it's like to be a single parent.

Jill Storey is on the staff of Catalyst, a national career-development resource center.

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ON BECOMING A ONE PARENT FAMILY

Because we are humans, we have the unique emotional attributes of hope, trust, motivation and love. When difficulties arise with partners, often they try to solve their problems, a great many fail. Parents often find themselves alone whether divorced, widowed, separated or unmarried. It is important to mourn the loss of your relationship, your investments and your years. Mourning has eight distinct phases for you and your children:

1. Denial - a person who is left either by abandonment or divorce can stay stuck here for a lengthy period, even for a lifetime. Denial of reality has a negative effect on small children who wait for the lost parent to return and make everything fine again.

2. Grief - allow the tears to flow, crying, sobbing and moaning all help express and discharge the feeling of loss. Children need to see a parent's sorrow so they will feel safe in crying themselves.

3. Panic - you find yourself making sudden plans for the future. Stay put, or close to home. Everyone involved has enough to cope with already. Moving, adjusting to a new school, new faces and a new environment are best done from a position of strength. Don't jump into another marriage.

4. Panic - characterized by "why me?", "life's not fair" these are preliminary expressions of underlying anger or rage you and your children are experiencing.

5. Anger - kids often blurt out their anger while adults bottle it up. Repressed anger often surfaces elsewhere in a disguised form: more accidents, migraine headaches, ulcers or continual colds. It is natural to feel enraged. Acknowledge your anger and seek an outlet for it.

6. Melancholy - a form of depression that tends to slow down your reactions to life. A time to turn inward and think over good and bad times. A time to deal with any lingering guilts over the finality of the loss. Rather than "cheering up" during this period, you and your child need affection, a listening ear, and the knowledge you are still cared for.

7. Gradual return to normalcy - this stage involves a renewal of interest in other people, activities, work, school, and creative endeavors. Usually marked by a new awareness to the ever present needs of your child, the need for good health practices and an all over sense of life's preciousness.

8. Acceptance of loss as a total life experience - you realize that no one can ever replace your partner. You will love again, but each love is different.

The trauma and stress of loss must be experienced, absorbed, and then used if one is to grow as a whole person. Professionals in the field of grief believe that any and all attempts to sidestep this profound human experience will affect future attempts to love and be loved.

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Handout C10

YOUR RELATIONSHIP WITH YOUR FORMER MATE

Below are a series of experiences other single parents have shared. Are there any that strike a familiar note with you?

Separation is painful, and a great deal of anger, suspicion and bitterness exist between you and your former mate. It is difficult to give each other support as parents AND at the same time withdraw from each other's emotional lives.

- Limits on friendship are hard to set because neither person wants to move into the painful areas of the past.
- Due to the close bonds you have with your children, intimacy exists between former partners. This contact may remind you of the painful past as well as confront you with unresolved issues.
- Kids can be very direct in confronting you about a relationship with their other parent. They have an investment in getting you back together.
- Acquaintances, salespeople, and others who don't know you politiely ask about your former mate.
- Even application forms seem to have some eternal need to know if you are married, separated, divorced, widowed or just plain single. How much simpler to use married or not.

Add Yours:

Your relationship with your ex-partner can be what you want it to be. You can be close, share a lot and communicate with ease. Or you can be distant and keep your relationship on a strictly business level. What feels comfortable and manageable for both of you is what is important.

Developed by M. D. Burns.

Unit V Handout C11

ANGER

Consider the feelings you have in relation to your former mate. Reflect on these aspects of your anger in that relationshp:

* There is a lot of anger involved. Anger can communicate loud and clear what you want.

* At times you feel infuriated by your former partner. It is best to vent this anger appropriately rather than exploding at other people or your children.

* Own your anger, it belongs to you. Not "my ex makes me so angry," but "when I'm around my ex, I make myself angry."

Notes to Myself:

Part 2: Explosive situations can be unproductive when ex-partner is involved.

* Take control of yourself in explosive situations:

Keep your mouth shut and walk away.

Leave and blow off steam somewhere else in a way that doesn't harm yourself or others.

It may be helpful to turn to someone and talk it out.

Be absent without leaving. Attribute the explosive behavior to problems on the job, problems with the lastest date, etc.

Go with the blow, exaggerate your own self-accusations and the whole thing will usually sound so silly.

Apologize when you blow up or "dump" on someone inappropriately.

Others you have found successful:

Remember that by expressing our anger clearly, we are allowing those around us to see how we are really feeling and to hear what is upsetting us.

Developed by M. D. Burns.

Handout C12

TIPS AND GUIDELINES FOR CUSTODY AND VISITATION

1. The "Saturday afternoon" father who sees his kids for short periods of time with large gaps between them is faced with an almost always guaranteed misery. The short, infrequent visits are stressful for the father who finds it hard to "catch up" on what has happened to his child.

2. Schedule more visits, think about: overnight visits, the whole weekend, one week night each week, two week nights in a row. lunchtime - meetings, etc.

3. Visitation rights should be set up in great detail:

   - Set a definite timetable and hold to it. Everybody knows what to expect.

   - Pick up the children and leave. Don't use the time to discuss "issues." Set another time when the children aren't around. Make this meeting as short and routine as possible.

   - Have the children packed and ready to go. Gather any extras they may want to bring to avoid last minute hunts.

   - If you're going to be unavoidably late picking up the children, phone and say so. And try to be specific about how late you're going be.

   - Don't bring along a date.

4. Be prepared for children to visit singly as they grow older. Also teens may want shorter, less frequent visits, due to their involvment with their friends and school related activities.

5. Keep whatever hostility the couple feels, separate it from the visitation arrangement.

6. Consider using mediation as a way of resolving disagreements. Locate a mediation center, minister, teacher, or even mutual friend that you and your former mate feel comfortable with.

7. Remember these are hard times. It is hard to strike a balance between caring for yourself and your children. Have tolerance for yourself because you won't get this to balance perfectly.

8. Avoid the visitation blues by going to a movie, make social plans for yourself, invest in sound equipment - you need noise in your home.

Material drawn from: Ourselves and Our Children, Boston Women's Collective, 1978.

Handout C13

EASING YOUR CHILD'S ADJUSTMENT

A preschool child living with one parent may be troubled inwordly. Children at this age are very egocentric and often feel "I did it"... "I am to blame"..."If I hadn't been naughty"..."They don't love me." Read over the following suggestions. Have any been successful for you? Are there others you've used you could share with the group?

1. Once the separation is firmly decided on, let the children know. Keeping it secret only increases anxiety, puzzlement, and a feeling of being responsible on the part of the child.

2. Let your child know that the reason for the separation is between the adults. She had NO part in the decision. You must both SAY and SHOW her that you will love her.

3. A young child is very sensitive to bickering, arguments and long silences. She can't handle them in loneliness and fear. Talk them through with the child, assure her it is between adults. Be as open as possible and encourage the child to be able to ask questions and clarify issues.

4. Try to keep her love for the other parent alive.

5. Don't use the child as an emotional outlet or as a "replacement." Seek another adult.

6. Recognize that more time and listening may be necessary. But don't carry this responsibility so far that your own interests, hobbies and friends are pushed aside. You need them too.

List your own:

Material drawn from: Single Father's Handbook, Gatley and Koulath, 1979.

UNIT V: WORKING AND PARENTING

PART D: STEP FAMILIES: WORKING WHILE DEVELOPING A NEW FAMILY LIFESTYLE

Content:

1. Overview of Step Family Issues

2. Myths About Step Families

3. Coping with the Challenges of a New Lifestyle

4. Reading Resources for Parents and Children

Objectives

Participants will:

1a. Learn about the differences between biological and step (or blended) families.

b. Understand the feelings of children in step families.

2a. Recognize myths surrounding step families.

b. Review current information on step families.

3. Learn ways for step families to build strength.

SALLY FORTH
by Greg Howard
SALLY, WOULD YOU REMARRY IF SOMETHING HAPPENED TO ME?
YOU MEAN LIKE A SPRAINED ANKLE?
C'MON... YOU KNOW WHAT I MEAN
OH... YOU MEAN SOMETHING SERIOUS LIKE A BROKEN LEG?
SAL!...
NO, I PROBABLY WOULDN'T REMARRY IF YOU BROKE YOUR LEG
© Field Enterprises, Inc. 1982
howard
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Content

1. Overview of Step Family Issues

Families are not always composed in traditional ways, there are many patterns of family life that fit the broad definition: a group of persons under one roof, usually subject to one authority or shared authority. Most of what we know about family life comes from first time around family tradition.

At the same time, a tremendous amount of adjusting is going on at home, one or both parents are also working.

Healthy emotional life is nourished by the love, trust, sense of belonging and support a family provides. Children need stability, responsiveness, and a pattern of consistency. The family remains the place where most children are nutured emotionally as well as physically.

Application

Resources

Exercise:
"Differences in Natural and Stepparents"
Chart several differences, invite participants to continue the list. Consider these suggestions:

Natural Parents	Stepparents
1. Starting in the beginning in the in the lives of children.	1. Starting in the middle in the lives of children.
2. Have time to work out relationships.	2. Meet children who have had a traumatic loss through death or divorce.

Share with participants some of the feelings children have along the way to becoming a blended family, Have them add to the list:

Stage 1: Dissolution of Nuclear Family
The child has to deal with loss. The child may have depression with death or anger with the divorce.

Stage 2: Single Parent Stage
The child may experience a "role shuffle" and become a surrogate parent for younger children.

Stage 3: Remarriage
The child may feel demoted from the role of surrogate parent during the single parent stage.

2. Myths About Step Families

Most of what we believe about family life comes from first time around family tradition. Still, people are divorcing and remarrying in increasing numbers. The traditions surrounding step families have a negative emphasis, such as the wicked stepmother myth.

Expectations of two families blended are very different from either of the previous family situations. There are different perceptions and family rules that need consideration. Communication about family roles and rules are critical. (See Unit II, Part B, Framework for Parenting and Working).

Application	Resources
"Myths Surrounding Step Families" Distribute and ask participants to read through the myths and real life experiences Invite participants to write down some of their own experiences. Ask participants to share from their own background.	Handout D1: "Myths Surrounding Step Families," Developed by Mary Dooley Burns
"Information About Families" Use as a basis for a mini lecture or distribute to the group and discuss how step or blended families are different from natural families.	Handout D2: "Information About Step Families," Living in Step Families, Visual History Cassettes Jeanette Lofas

3. Coping with the Challenges of a New Lifestyle

Families have the challenge to overcome "divided loyalty" of the children for the parents. Parents are well advised to recognize it and give the children permission to have strong feelings. There cannot be instant love between children and adults, but there are strategies families can employ to bring them closer.

One aspect of developing a new collective lifestyle within the new family is a new balancing of work and family. Refer to Unit III, Part A on Roles for information about balancing among "me," "we," and "they." The "we" - the family, may need more emphasis for awhile. By the same token, the "they" or outside work may provide a welcome relief to the intensity of the new family situation.

Application	Resources
● "With Time on Our Side" Begin by sharing that families the second time around have many challenges to overcome. Distribute the handout and ask the group to discuss the 5 coping strategies listed. Invite members to add to the list.	Handout D3: "With Time on Our Side," developed by Mary Dooley Burns with Maya Hansen Jones
● "The Family In the Future" This article has been included as a teacher resource to be shared with participants. The article is one that might well be used in the unit on Roles as well.	Article D4: "The Family In the Future," by Jessie Bernard.
● Pass out the handout "Balancing Among Me We and They," and discuss how it applies to the step family experience.	See: Unit III, Part A, Roles

4. Reading Resources for Parents and Children

Children's Resources:

All About Families the Second Time Around, Helen Coale Lewis, Peachtree Publishers, Atlanta, 1980.
(Summary: A book for boys and girls and parents and step-parents. It shows each that the feelings and problems of a second marriage are not unique to them, nor bad, nor even unusual).

All Kinds of Families, Norma Simon, Albert Whitman and Company, Chicago, 1976.
(Summary: Explores in words and pictures what a family is and how families vary in makeup and lifestyles).

Families, Meredith Tax, Little Brown and Company, Boston, 1981.
(Summary: Describes different kinds of families. Emphasis on what is important about families is how much they love each other rather than where they live or how big they are).

Families Grow in Different Ways, Barbara Parrish-Benson, purchase from Learn Me Bookstore, Grand Avenue, St. Paul.

My Other-Mother, My Other-Father, Harriet Langsam Sobol, Macmillan, New York, 1979.
(Summary: Twelve year old Andrea whose parents have been divorced and remarried discuss the complexities of new larger family).

She's Not My Real Mother, Judith Vigna, Albert Whitman and Company, Chicago, 1980.
(Summary: When Miles gets lost, his stepmother comes to his rescue, forcing him to reevaluate her. Could she be his friend)?

The Kids Book of Divorce By, For and About Kids, Eric E. Rofes, Editor, Lewis Publishing Company, Lexington, Massachusettes, 1981.
(Summary: Twenty children, aged 11 to 14, discuss various aspects of divorce, including custody arrangements, parent's divorce, and how divorce changed them).

Things Won't Be the Same, Kathryn Ewing, Harcourt Brace Javanovich, New York, 1980.
(Summary: Upset by her mother's coming remarriage, 10 year old Marcy is upset further when she learns she'll be staying with her father, whom she's never known).

Your Family My Family, Joan Drescher, Walker and Company, New York, 1980.
(Summary: Briefly describes several kinds of families: Traditional, adopted, single parent, foster, working mother... also cites some of the strengths of family life).

Parent Resources:

Instant Parent A Guide for Stepparents, Part-time, Parents and Grandparents,
Suzy Kalter, A and W Publishers, New York, 1979.

The Half-Parent Living with Other People's Children, Brenda Maddox,
M. Evans and Company, Inc., New York, 1975.

How to Live with Other People's Children..., June and William Noble,
Hawthorn Books, New York, 1977.

Making It As A Stepparent: New Roles, New Rules, Claire Berman,
Doubleday, New York, 1980.

Stepparenting, Jean and Veryl Rosenbaum, E. P. Dutton, New York, 1978.

"The Family In the Future," Jessie Bernard, American Families In Transition, Kendall/Hunt Publishing Company, Dubuque, Iowa, 1980.

Cassette Tape:

Living in Step Families, Jeanette Lofas, Visual History Cassettes,
Encyclopedia Americana/CBS News Audio Resource Library.
(Available through Hennepin County Library).

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Handout D1

MYTHS SURROUNDING STEP FAMILIES

There are many myths attached to stepparent families, many originating in fairy tales we heard as youngsters.

Myths	The Real Experience
The father is helpless and withdrawn.	A father shares, "I have grown to love my son, his sense of humor, spending time together. We have something very special between us.
The stepmother is wicked and cruel.	"I've had to give up the role of 'super-stepmother', when I gave up small pleasures for the children."
All children are equal, parents are not allowed to feel differently about the individual children.	"I worked very hard to become a good, always loving and kind stepparent as a way of avoiding being cast as 'the wicked stepmother.' When I heard 'natural' mothers talk about their angry feelings I was able to more clearly rethink my role and being to build a more solid real relationship with the children."
The stepchild is wicked and the victim in the situation.	"My children have learned all sorts of new skills and met a lot more people through the additional family members."
ADD YOURS:	ADD YOURS:

Check Yourself

Stepparents are:

____prepared to take chances
____ready to experience
____willing to work at relationships
____dispense with old ideas, myths and stigmas

Developed by: Mary Dooley Burns

Handout D2

INFORMATION ABOUT STEP FAMILIES

1. THE BIOLOGICAL FAMILY IS UNIQUE. The stepfamily will never function in the same way. People enter into a stepfamily with different histories and must adapt and adjust to a whole new family system.

2. THE FAMILY RELATIONSHIPS CHANGE WITH THE INTRODUCTION OF A STEPPARENT. Roles have been formed in a one-parent family that must be changed. The family is affected by the conflicts between the love energy between the husband and wife and the love energy between the parent and child.

3. SOCIETY DENIES THE STEPFAMILY SYNDROME. People have to expect that there will be changes and plan for them.

4. TIME AND PATIENCE ARE KEY FACTORS. Stepparents and stepchildren often experience a push and pull - wanting trust to develop fast and yet being scared of getting close too quickly.

5. PEOPLE ARE STARTING IN THE MIDDLE INSTEAD OF AT THE BEGINNING. This gives children lots of latitude to work the parents against each other, and can make them difficult to handle.

6. THE BEHAVIOR OF THE CHILDREN SHOULD NOT BE TAKEN AT FACE VAULE. They're not so much rejecting the stepparent as yearning for the original marriage. The stepparent is an intrusion, and resentment escalates on both sides. The best course is to move very slowly and observe carefully, agree with each other on discipline, because the children readily pick up on any indecision.

7. YOU CAN BECOME EX-SPOUSES, BUT NOT EX-PARTNERS. Children need to feel positively about both of their parents.

8. PEOPLE HANDLE THE PROBLEM OF STEP BY DENIAL. People need to be more positive about stepfamilies. Children shouldn't be forced to call their step and natural parents by the same name. Children are people with feelings too.

9. CHANCES OF SUCCESS ARE HIGHER IS PEOPLE INVEST A LOT. When the whole family works together, the household becomes "ours."

10. THE STEPFAMILY EVENTUALLY STABILIZES. People have new opportunities to learn different ways of looking at things, and become more accepting human beings.

Material drawn from: "Living in Step Families, by Jeanette Lofas

Handout D3

WITH TIME ON OUR SIDE

Time is on the side of stepparent (or blended) families as they form a history together. Step families face many changes and often times, family stress.

Stress is any change in a family that calls for new ways of coping. Changes facing blended families can "pile up" and may exhaust a family's coping ability.

Here are several "coping strategies" families can use.

1. Actively plan and do things together as a family.
2. Parents maintain your own self-esteem. Continue your interests, hobbies and work.
3. Parents keep up with your own support system - co-workers. friends, etc.
4. Maintain positive relations with your relatives, call and use them for help.
5. Look for collective group support. through church, work on community organizations that have interest and will support your new blended family. Often it is groups such as these that band together to form an advocacy group that works for social changes.

** Others group members have found useful:

Remember, parents and children in step families need time and space to work out decisions for their new lifestyles to work. When you haven't been involved in a child's life, you're starting a few steps behind in terms of depth and understanding. Working out that new relationship requires not only care and attention but maturity and energy on the part of the stepparent.

Developed by M.D. Burns with M. H. Jones.

Vocational Education Work and Family Institute

THE FAMILY IN THE FUTURE

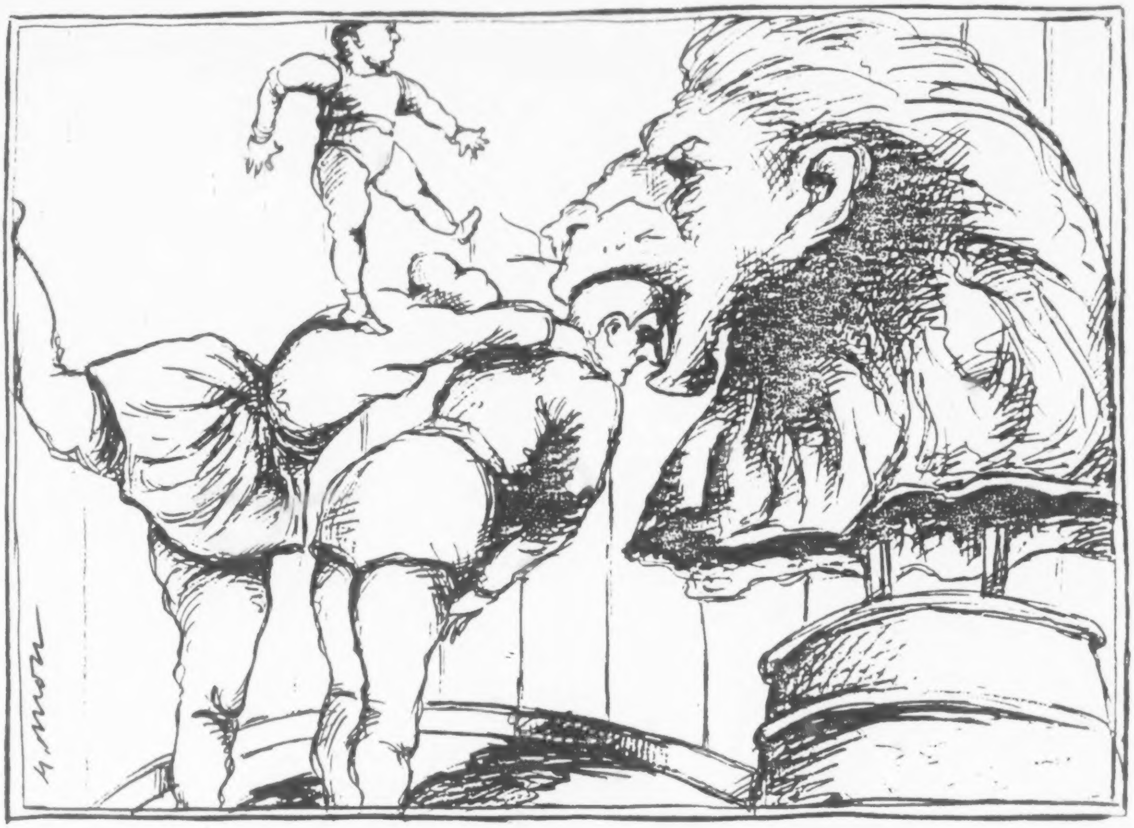
JESSIE BERNARD

The 1960s and '70s were marked by both changing family relationships and the development of negative attitudes—particularly among women—toward marriage and the family.

The changes are here to stay; the negative attitudes are not.

The 1980s will recoup a good deal of the lustre that marriage and the family lost in the previous two decades, and will witness still further changes in the family. (Of course, as with any predictions, we must add, "other things remaining the same.")

Two movements—the accelerated rate at which women entered the labor force and the rise of feminism—converged in the '70s to bring about a restructuring of family relationships. Neither caused the other, but each acted as a catalyst to compound the effect of both.



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The first, by making economic independence for women a possible alternative to an unsatisfactory marriage, reduced the psychological and sometimes physical costs, such as wife abuse, that many women were willing to pay for marriage.

The second movement, feminism, made many women more conscious of the inequality in the laws governing marriage and the discriminatory impact of the legal, customary, traditional standards in the work world. But the image of marriage and the family had already begun to tarnish even before the feminist movement, in the late '60s.

NEGATIVE ATTITUDES

In 1957 almost twice as many single women (46 percent) as single men (26 percent) had favorable attitudes toward marriage. By 1976, however, the proportion had declined so drastically that there was almost no difference between women (17 percent) and men (14 percent). Twice as many single women in 1976 as in 1957 saw marriage as burdensome and restrictive (72 and 36 percent respectively).

Parenthood—or, rather, motherhood—suffered a similar loss. In 1957 about half of both single men and women had positive attitudes toward children; by 1976 only half as many women (23 percent) as men (50 percent) did.

The rate of people getting married for the first time paralleled these downward trends. It dropped from about 90 percent per 1,000 single women in 1950 to approximately 65 in 1976. With alternatives in the form of jobs and with changing norms about the importance of marrying, women were less anxious to marry.

Nor, once married, were they so anxious to remain married. Divorce rates also paralleled the negative attitudes toward the family, more than doubling between 1960 and 1976 from 2.2 per 1,000 population to 5.2.

The withdrawal of men from the father role was another negative aspect of the family in the '60s and '70s. The deserting father was an old problem. But in the 1960s the workaholic, the man whose first allegiance was to the corporation, the career-intoxicated man, also surfaced as a concern. The child who asked who the man was that came once a week to spank him was at first a butt of tolerant humor in sophisticated cartoons, but he was taken more seriously when he came to college as an alienated youth and adopted the drug culture.

These trends made it easy to succumb to the chicken-little syndrome. The sky must be falling. With marriage rates declining and divorce rates climbing, the end of the family must surely be upon us.

BRIGHTER OUTLOOK

Not so. The clouds might be low but the sky was still firmly secured.

The overall marriage rate began to rise from 8.8 per 1,000 population in 1963 to 10.3 in 1979. Though young women may have been delaying marriage, they nevertheless were marrying. In fact, 95 percent will marry at some time in their lives.

And the divorce rate, which had risen so spectacularly in the late '60s and early '70s, stopped rising. From 1975 to 1977 it held steady, and then rose only very slowly.

But while marriage is becoming more popular and more durable, the nature of marriage can be expected to change. For one thing, young women will be in slightly short supply. The declining birth rate a generation ago will result in what Paul Glick of the Census Bureau called the "marriage squeeze." Young men will arrive at the customary male age of marriage (say, 24) about two years before young women will (say, 22). They will either have to wait for the women or make them offers they can't refuse. Further, with the alternative of work available, there will be less incentive for young women to marry.

In this good bargaining position, women will be able to specify the kinds of marriage they are willing to enter. More and more young couples will formalize these specifications in written contracts, although the legal status of such contracts has not yet been determined. Whether or not the wife is employed, she will have more power in the marriage as men become more accustomed to the new role relationships.

NEW EGALITARIANISM

A new kind of egalitarianism will be demanded. In many ways marriage was more egalitarian in the beginning of the 1970s than at the end. Many of the old legal inequalities have been chipped away. But the relatively equal role pattern of the past—husband-provider, wife-homemaker—has been replaced in many families with a gross inequality in workload, as women both contribute to family income and retain responsibility for homemaking and childrearing.

Most women will continue to hold jobs after they marry; many will continue work even after they have children. Although the new generation of young men has already increased its share of household tasks, this increase will have to be far greater if the new egalitarianism is to be implemented.

Rescheduling the work world will help. In the future, there will be more flextime, part-time work with no loss of fringe benefits or perquisites; parental leave; and childcare. Above all, there will be more—far more—male sharing of responsibility for the household and children.

This readjustment in traditional roles will result in a good deal of domestic stress in the 1980s.

But there is no cause for alarm. Most people will continue to live in nuclear families—father, mother, children—for most of their lives. In 1978, 86 percent of us were in nuclear households. Despite the seeming vogue for not having children, the vast majority of married couples want children and will have at least one or two.

Furthermore, the feminist movement, which had begun the '70s with an implicit anti-family stance, turned a corner at the end of the '70s, according to one of its pioneers, Betty Friedan, and became more family-oriented.

"The future of the family is an overriding feminist issue," Muriel Fox was saying in 1979. Feminists did "not share the frequently voiced opinion that American families are in a state of hopeless collapse. People are living together in new combinations for the intimacy and support that constitute a family."

Men and women will continue to marry and live at least moderately—if not ecstatically—happily, if not ever afterwards, at least as long as the relationship is a good one. As we learn more about the kinds of relationships suitable for two-earner families, as we learn how to provide the services such families need, and as we learn how to operate the work world to accommodate all families, there will be less cause for marriages to break up.

There is, of course, no all-purpose, fool-proof form of the family that we are moving toward and will someday achieve.

Nor can we go home again. The old house could not possibly accommodate the kind of relationship the modern world calls for.

JESSIE BERNARD holds the position of Research Scholar *Honoris Causa* at Pennsylvania State University, where she taught from 1947 to 1964. She lives in Washington, D.C., where she continues her writing and research on family life that she began almost 50 years ago. Among her many books are *The Sex Game*, *The Future of Marriage*, *The Future of Motherhood*, and her latest, *The Female World*.

UNIT VI

BACKGROUND MATERIAL/ PROFESSIONAL READING

SALLY FORTH by Greg Howard

"... AND, IN A STUDY CONDUCTED BY THE FAMILY BEHAVIOR INSTITUTE, RESEARCHERS CONCLUDED THAT THE LEADING CAUSE OF MARITAL DISCORD IS ..."
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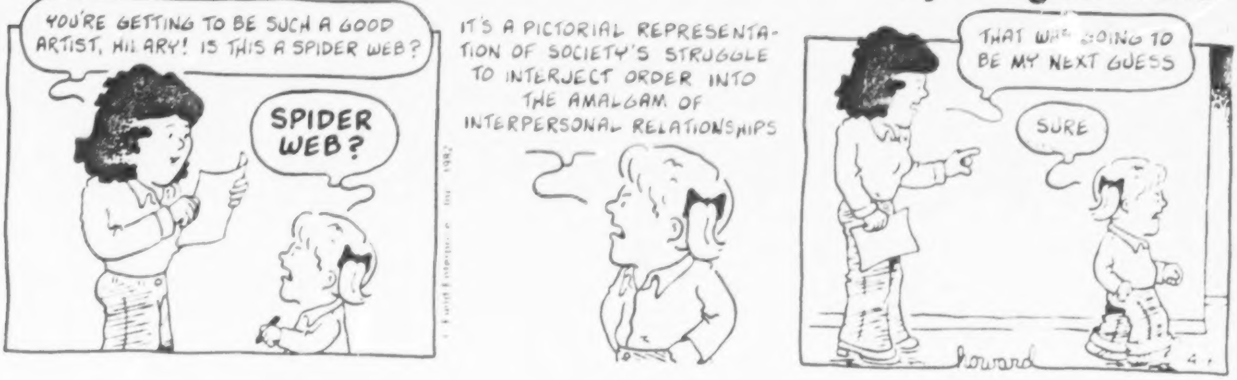
SALLY FORTH by Greg Howard


YOU'RE GETTING TO BE SUCH A GOOD ARTIST, HILARY! IS THIS A SPIDER WEB?
SPIDER WEB?
© Field Enterprises, Inc. 1982
IT'S A PICTORIAL REPRESENTATION OF SOCIETY'S STRUGGLE TO INTERJECT ORDER INTO THE AMALGAM OF INTERPERSONAL RELATIONSHIPS
THAT WAS GOING TO BE MY NEXT GUESS
SURE
howard

SALLY FORTH by Greg Howard

THIS LITTLE CALCULATOR IS REALLY NEAT!
© Field Enterprises, Inc. 1982
1-14
LET'S SEE NOW. THREE TIMES TWO, TIMES 365 EQUALS 2,190 ... DO YOU REALIZE YOU WASH 2,190 SOCKS A YEAR?
NOW, IF YOU LIVE TO 75, THAT'S 2,190 TIMES ...
STOP!
howard

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WORK AND FAMILY INSTITUTE

Marketing Notebook

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I. MISSION STATEMENT

VOCATIONAL EDUCATION WORK AND FAMILY INSTITUTE

The mission of the Institute is to identify ways the statewide Adult Vocational Education system can provide educational services for organizations in the public and private sector. The focus of the project is to:

- -encourage the business community to recognize and respond to the need for personal development, parent and family education programs.
- -to utilize the Technical Institute System as a resource for these customized training services.

The intent of such programs is to strengthen the family as well as the individual employee.

II. BACKGROUND INFORMATION

Senario for Work and Family Life

1. An increasing number of women in the work force.

-The majority of all women over 26 are in the labor force.
-The largest increase being among married women with children under 6.
-The percentage of women in the labor force has risen steadily in the last 20 years and it appears that even more women will be in the labor force in 1990.

2. Increasing variety of alternative family structures.

-Decrease in the number of households which contain children.
-Increase in the number of persons remaining single and establishing family with other singles or living alone.
-Decrease in proportion of children living in two-parent families.
-Birth rates are declining.
-Couples choose to have first child at later age.
-Increase of babies born out of wedlock.
-Increase in multiple marriages due to extended life expectancy and increase in divorce.
-Children may identify with child care provider as "family".

3. Changing roles and values.

-More dual employed couples.
-Changing purpose of marriage to focus on companionship.
-Decrease in "family meal" and increase in meals eaten outside the home.
-Increase of work demands and household upkeep reduce time for parenting and quality time with children.
-Demand for child care will continue to increase.

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- Changing views of sexual behavior has had a positive impact on our view of ourselves as sexual beings, but has also contributed to increasing rates of teen-age pregnancy.
- Reshifting of work/family or work/individual values: growing tendency to place work second.

4. An increasing life span for both men and women.
    - Senior citizens will out number youth.
    - There will continue to be an increase in older women living alone.
    - Family services which concentrate on children's needs will continue, but the demand for other types of services (ex. aging population needs) will increase significantly.
    - Retirement ages will increase in that older people will stay in the work force longer.

5. An increasing number of households headed by single individuals.
    - Households headed by single individuals will continue to increase due to delay of (or no) marriage, widowhood or divorce.
    - The number of families headed by women will increase.

6. An increasing number of dependents such as young children, elderly and handicapped, in the total population.
    - Life sustaining technology is making it possible for individuals to survive that previously would not have.

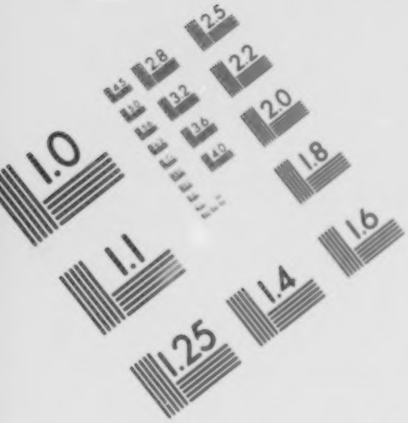
7. Increasing family violence.
    - Physical and emotional abuse is observed against children, spouses, the elderly and handicapped.

8. Emergence of a pluralistic society.
    - Continued age, race and sex discrimination.
    - With influx of non-US citizens, minority groups will increase.
    - Birth rates for new minority groups are higher than general population.

9. Continued economic instability.
    - Fixed incomes of retired Americans will continue to make it difficult for them to cope.
    - Small single family dwellings are much less affordable. More owner-occupied multiple family dwellings.
    - Continued unemployment among minorities and teenagers.
    - Female-headed families will continue to have the lowest median income; their families are likely to be in poverty.
    - With the aging of the population and the longer life expectancy of women, larger numbers of older women will live in poverty.
    - Increase in the dual paycheck family to provide security and better standard of living.

10. Continued technological advances.
    - Medical technology-life extending techniques will require individuals, families and/or the government to make life-death decisions.
    - Genetic engineering will provide families with more options.
    - Technological changes such as telecommunications, and the home computer use will increase.

Change is and will continue to be a major characteristic of our society. Families will have to live with "future shock" as a societal characteristic. Change will cut across all elements of individual and family life. Lifestyle, work, leisure, education, parenting, food, housing, spirituality, values, economics, communication, relationships - all will be affected. Understanding change and managing the stress it creates will be essential for effective family management styles.

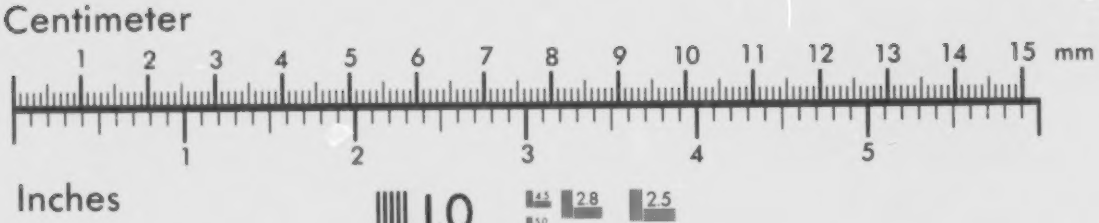


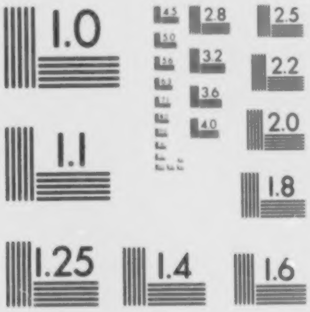
AIIM

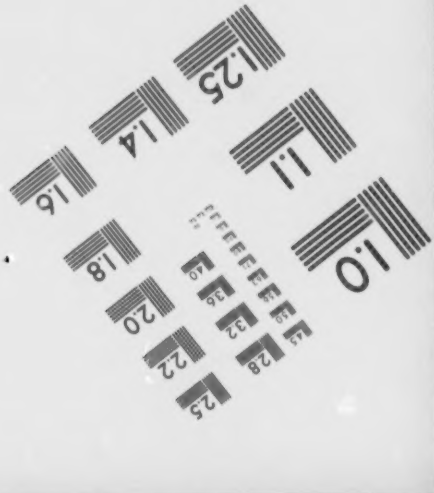
Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

301/587-8202







MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

Second, diversity and choice will be broader than ever before. This will be true for not only products and services but also for lifestyles and family structures. The demand upon families will be for effective decision-making, values clarification (by whatever name) and a new consumerism encompassing all aspects of family life with more emphasis on the relationship between production and consumption rather than comsumption alone.

Third, the advanced information/technology era into which we are moving will place demands upon the individual and family to process greater quantities of information and integrate elements, which we cannot yet even imagine into their lives.

The way families manage change, diversity and choice, as well as the issues of high technology will be major factors determining whether the individual/family scenario will be one of merely coping or functioning with effectiveness. Dr Stephen Glenn, author of Developing Capable People says that adequacy will not suffice in current society; success will require superiority.

Category headings from a presentation to the White House Conference on Families, Spring 1980 by Dr. Kinsey Green, Executive Director, American Home Economics Association.

III. SEMINAR RATIONALE

WORK and PERSONAL/FAMILY LIFE SEMINARS

Background:

The traditionally separate worlds of work and family are becoming more closely linked. As a result, the tensions and stresses felt by employees combining household management with work are affecting their performance on the job and vice versa.

There are some trends which are reshaping the face of the American workforce and changing the way family members relate to each other: The number of two-paycheck families is on the rise. Today both parents work in over 59% of Minnesota families with children under 18. Economic pressures and the desire for personal fulfillment are propelling more and more women into the workforce. One out of every six families is maintained by a woman. With rising divorce rates and changing family lifestyles, nearly 40 percent of all children born in the last decade will, at some point, live in a one-parent family by the time they are 18.

Today's employees are struggling to balance their dual roles of work and personal/family life. Fewer households have an adult at home to care for children or family business. Therefore parents, dual-earner couples and independent singles are faced with responsibilities of the home that may cause conflict for the employees time and attention.

Parents have special concerns about who will care for children and how they will be raised. Their lifestyle may be very different from the family lifestyle of their childhood, therefore they are without workable gender role models. Increased mobility and reduced family size has eliminated many informal family support arrangements. Grandparents, aunts and uncles less frequently live nearby to provide child rearing advice and counsel. As more mothers are now involved in the labor force, more fathers are now involved at home. Therefore attention is being paid to the concept of the "working parent", either male or female. Working parents have the dual priority of meeting both the demands of their employers and their families. Time contraints often mean that their own personal needs and wants are neglected.

The Need for Seminar Education:

It can no longer be assumed that people will learn what they need to know about parenting and personal life management from their own parents. Today's employees need a comprehensive and compassionate support system that can help provide answers and techniques for solving the new problems that grow out of new lifestyles. Because of changes in family structure and better understanding of children's developmental needs, education for parenting often requires resources in addition to the family. More and more working parents are looking for information and assistance on how to be effective parents within their limited time schedules.

Parents still feel responsible for their children whether they are at home or at work. Seminars help parents understand how a normal child develops and thus make it easier to put normal, but difficult, parental feelings of frustration, irritation and guilt into perspective. Parents can also learn to recognize signs of special need so that early intervention is possible.

The Vocational Education Work and Family Institute:

With the increasing percentage of mothers and dual-employed couples in the workforce, employers are becoming more aware of the need to understand and attend to the personal needs of families and individuals as they develop programs and policies for employees. To address this concern, the Minnesota Vocational Parent and Family Education Network established an industry outreach task force in June, 1980. The task force has been named the Vocational Education Work and Family Institute,and includes representatives from various Minnesota AVTIs. This concept grows out of the long history of educational services to employers by the Minnesota Technical Institute System. Many curriculum resources have been developed and the Institute provides network support for work and family coordinators in Minnesota.

The Institute became recognized nationally in as a pioneer in addressing the personal and family concerns of today's changing workforce and had replicated the program in ten (10) other states by 1987.

Vocational Education has an established record of successfully providing educational services. Employees in more than 300 companies have been served in the past 5 years. Track records show that 1,468 seminars have been provided by Minnesota Technical Institute personnel and that 24,882 employees have participated in those educational opportunities.

Worksite Seminars:

Many companies are sponsoring Work and Family seminars at the worksite to help alleviate the stress of work/personal life conflicts. They see such action as an investment in the emotional and physical health and well-being of a major corporate resource--the employees. Individuals from all levels of the company appreciate the convenience of attending seminars during the work day.

Instructors are certified by the Minnesota Department of Education as adult vocational educators with expertise in human development, parenting, family life and child development.

The seminar instructors draw upon a broad base of knowledge and experience in their presentations. Participants are encouraged to apply their learning to their current work and personal life situations. They are not told how to manage their personal life or how to raise their children, but are given a variety of strategies to resolve different kinds of concerns. Individuals then select the solution that best fits their own needs and values. The seminars encourage employees to develop a sense of self-confidence in their own abilities to manage home and work responsibilities.

The seminars are more than simply lectures. Rather, they are designed to involve the participants through informal discussions, printed handouts, and exercises. To enable effective education, two (2) or more hours of education on a topic is encouraged. However, a series of lunch time topics remain a popular alternative. Topics can also be customized into staff development workshops to meet the specific needs of the employee group.

Objectives for Work and Family Seminars:

The objective of the Work and Family Seminars is to enhance the competency and sense of well-being of employees both at work and at home. Providing information can help them improve their ability to meet personal needs as well as the demands of their employers and their families. The seminars may help reduce job stress and anxiety associated with conflicting demands, promote a supportive atmosphere among employees, and create a sense of goodwill towards their employer.

IV. MARKETING SEMINARS

IDENTIFYING CLIENTELE:

The first step in marketing seminars will be identifying your clientele. Armand Lauffer in his book, Strategic marketing for Not-For-Profit Organizations suggests market segmentation to divide the market into fairly homogeneous parts. You may want to divide your contact by geographic area, function, or other demographic characteristics.

You might choose to focus on industries, associations, institutions, and further divide them by size or function.

You might focus on specific types of companies and/or organizations such as:

profit/non-profit
government/education
small/medium/large
public/private
centralized/decentralized
processing/distribution
service/manufacturing
consumer/industrial
retail/wholesale
others.....

Whatever your focus you need to begin by identifying and organizing leads and contacts.

Leads:

Leads are people who can help you by giving advice or names of persons who could be interested in the availability of Work and Family Seminars. These are not just people who are willing to have a seminar in their company or know where you can give a seminar. ANY person who can be influenced to help you get to those who make decisions regarding staff development in companies is a significant lead.

Contacts:

Contacts would include people in your area you do not know now, but whose name you can find with a little effort; i.e. bank president, chairmen of various organization, club presidents, etc.

Your library has an abundance of raw material and information that will help you find names of people and companies that provide leads.

Yellow Pages
Newspaper Ads
Professional Publications
Newsletters
Dun and Bradstreet
Area Business Directories
"Contacts Influencial"
Moody's Industrial Manual
Industry Directories
Corporate Report Fact Book
Fortune Directory
State Industrial Directories

Setting up a network for getting to know business leaders may be a good source of contacts. Ideas might include:

Establish an advisory board.
Join the Chamber of Commerce.
Join Association of Personnel Directors.
Join Training & Development Director Association

You can meet business leaders, have access to directories and sometimes include literature in membership mailings, or get advertisement or news reports into newsletters.

Some of the following persons may be a real value to you in promoting seminars. List every person you can think of or find, even if you do not use them all. Search through your memory, address books, gift lists, social/business names and directories for:

Bankers
Executives in companies
Industry leaders
Relatives
Owners of small business
Insurance agents/Underwriters
Past employers
Politicians/Public officials
Stock brokers/Analysts
Accountants
Doctors/Dentists/Lawyers
Friends
Clergymen
Club members
Association members
Salesmen
Organization officers
Foundation executives
Teachers/Professors

Market orchestration as defined by Lauffer includes deciding who to contact first and what mix of companies and organization to focus on. Prioritize the list to contact first those persons or organizations most likely to value Work and Family Seminars. (Example: Service oriented companies may be the most responsive because their employees' general attitude has the most direct impact on their business success.)

As you accumulate lists of companies or persons to contact, you may want to make three separate lists; an "A" list for companies that are known for offering seminars, a "B" list for companies that you feel might offer seminars, and a "C" for companies you have no idea about. Then research the phone numbers, names, and titles of the appropriate contact persons.

It is VERY IMPORTANT to have the name of a person at a company when you seek to introduce yourself and your services. A call to the company receptionist with the question: "Who is your personnel director? or Who is in charge of your human resources department? or Who is your training director? or Who is in charge of staff development training?" will usually get you the information you need. If you reach an inappropriate executive in the company, ask them for the person in charge of training/seminars. When you reach the correct contact you can use the name of the other executive who referred you and that may keep your contact listening and may even get you an appointment.

Calling several contacts at one setting can be effective. You develop a kind of rhythm that aids your delivery and maintains your enthusiasm. Your expertise will improve with each contact made. Making calls during your "prime time" from an energy standpoint is best. Mornings find more executives at their desk than afternoons.

TRACKING CONTACTS:

You will want to establish your own system to record and file information about your contacts and clients.

*See sample forms in Appendix B.

To file individual contact information you may choose:
Contact File Cards or
Contact Record Forms

To keep a working list of current contacts available for reference you may choose:
Contact Directory
Telemarketing Contact Form

As you accumulate more information about your individual clients you may want to use:
Company File Information Form
Telephone Call Record Form

SELLING BENEFITS:

The "Steps to Successful Marketing" include:

Connecting to create awareness of needs and announce availability of services.

Exploring to discuss benefits and potential needs of clients.

Promoting to describe products and services available.

Enabling to customize offering to client needs and close sale.

CONNECTING

Communicate to create awareness of need and announce availability by:

1) Letter of introduction or letter to acknowledge referral from lead.

   *See samples in Appendix A

   Promise to followup with call. It is helpful to send some minimal information (i.e. brochure or flyer) as executive prefers to talk with some advance knowledge. Be sure to reserve some printed material for the appointment you hope to get.

2) Invitation to meeting such as an Executive Breakfast.

   Provides opportunity to share helpful information to a group of interested contacts. It also provides contacts an opportunity to interact with their peers as they like to know what others are doing.

   *See Executive Breakfast resources in Appendix A.

3) Displays at tradeshows, organizations' exhibit areas, etc.

You can usually hand out brochures or business cards and increase your visibility. If the setting and audience is appropriate, you might have people sign up for a drawing for a free seminar in their company. That can get you the name of the appropriate contact person within several companies.

*See sample poster and drawing form in Appendix A.

4) Presentations for organizations.

Important leads and/or contacts may belong to organizations where you can showcase concepts to raise awareness level and offer brochures or cards to interested persons. Work and Family Institute slide-tape set may be appropriate.

*See potential transparency masters in Appendix C.

5) Informal networking.

Opportunity to talk with business persons at Chamber gatherings, organizational meetings, and conferences can produce leads and/or clients. Always have business cards available and ask contacts for their business cards.

6) Image building.

Work with an through media contacts to plan your media campaign. It may be important to get to know media people and discover if they look for themes and if they would welcome your focus at certain times of the year or specifically for certain sections of the paper or certain program on radio and TV.

Public relations through radio is a route to expand your marketing efforts. All radio stations use public service announcements (PSAs).

*See sample PSA in Appendix A.

POINTS TO REMEMBER:

-Stations schedule spot announcements as far as a month in advance.
-Send a cover letter with copies of the announcement to the public service director or program director of each station (telephone to get the director's name and title). Type the spot announcement on good quality white paper.
-Many radio stations will accept cassette tapes. You do not need reel to reel. Check with the station to learn if tapes are retrievable and what their procedure are for returning them.
-It might be a good idea to have an extra "dub" made just in case the tape is lost.
-Radio is generally at its peak in the morning between the hours of 6:00 a.m. and 10:00 a.m. If you have to buy spots during this time period, you may have to pay a little more, but the higher audience level justifies the increased expense. A second prime time is from 3:00 p.m. until 7:00 p.m., the "Afternoon Drive" when people are driving home from work.

Cable TV often welcomes program ideas. Working with community organizations or coordinating news with community service projects may give you access to media coverage.

News releases are readily accepted by "local area" newspapers. Since there is no charges involved you have little control over when and where in the paper the items will appear, but they still provide very good visibility for you programs.

*See sample newsrelease in Appendix A

For maximum press appeal, remember:
-Include photos whenever possible (black and white reproduce best).
-Type copy double spaced on standard size white paper.
-Type on one side only (never send copies).
-Leave wide margins for editorial corrections.
-Keep sentences and paragraphs short.
-Don't carry paragraph from one page to next.
-Define any technical terms used.
-Type agency name, address and contact person on top of first page.

- Indicate if for immediate release or feature on given day or given section.
- On each subsequent page, type agency name at top in right corner or along with page #.
- End the article with work "end" or symbol "-30-" or "***".

Other promotional ideas are:

- Have pencils or buttons or note pads printed with Work and Family Seminars and phone number.
- Have Work and Family Seminar informational pamphlets available everywhere at all time to handout to participants at seminars for them to take with them. Each participant has significant others in their lives who work for other businesses who could contact you for seminars.
- Have a camera handy to get photos for later display, promotion and publicity.
- Take time to personally talk with seminar participants. BE VISIBLE.
- Be sure handouts look professional. Copy should be legible, accurate and bear Work and Family logo. Good materials float among people so make sure they know it came from Work and Family Seminars.
- Use cartoons (with permission) and clip art to attract attention on notices.

EXPLORING

Phone calls to follow the letters or earlier contacts can provide you an opportunity to suggest the benefits of offering seminars, and the potential needs of clientele.

The object of the phone call is to get an appointment with key decision makers in a company such as:

Personnel Director
Human Resource Director
Training Director

In smaller companies, it may be:

Manager
Supervisor
President or Vice President
Owner

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Selling by Benefits

Benefits are the reason companies buy Work and Family Seminars. Companies don't buy the Seminars; they buy the benefits of the Seminars. Benefits are what the Seminars can do for employees, such as:

1-helping to reduce job stress and anxiety due to conflict between work and home
2-preventing costly crisis intervention and remediation approach to employees' personal problems
3-increasing employee productivity
4-improving health and morale of employees
5-increasing understanding of self and others
6-promoting a supportive atmosphere among employees
7-building self esteem and self worth
8-developing a precious resource: PEOPLE!
9-providing positive approaches to personal growth
10-creating company loyalty and a sense of goodwill towards the employer for providing the seminars

Be sure to know the benefit factors the seminars can address. Benefits must relate to need. Sell the preventative approach. Emphasize improvement rather than cure.

Telephone Tips

It is VERY IMPORTANT that you be prepared for making the phone call as this can lead to a deadend or birth of a client. In preparation for the call:

1) Find out anything you can about the company.
2) Review "Selling Benefits"
3) Have in front of you an outline of the things you want to say when you reach the contact person. If you get thrown off track, you can easily recover. Always use your own language throughout the call.
4) Expect to visit first with the contact's secretary. Get their name correctly (if possible) for future reference. Be firm, positive and polite.
5) When you get to Mr/Ms Jones, remember the object is to get to meet with him/her personally.

EXPECT TO GET THROUGH..... this is your goal. Indicate who you are and that "Mr/Ms Jones" is expecting your call (promised in the letter). Some sales people suggest that using the contact's given name, at this point, may get you beyond the secretary who may think you actually already know "Mr/Ms Jones".

If the secretary asks what the call is about, don't discuss it. It may be part of her/his job to keep people away from the boss and send them elsewhere. You may say that "It's a matter on which I've had some correspondence with Mr/Ms Jones. Would you put me through please?"

HAVING REACHED YOUR CONTACT:
"Mr/Ms Jones, I am , from (lends credibility). I wrote you recently (give date) to make you aware of a valuable resource available to area businesses, interested in the well being of their employees. You may remember from the information I enclosed that (state you case briefly).... I would greatly appreciate a few minutes (try for 15) of your time. When might it be convenient for you to see me?"

SHE/HE MAY SAY:
"I don't think I can help you....I'm not the right person for you to see.... I'm going out of town.... What did you want to see me about?... How did you get my name?....

Come back confidently with a simple explanation of why you want to see him/her, paraphrasing information in the letter or prior contact. Emphasize that information you can share is in the interest of his/her employees' well being and therefore the health of his/her company.

If you are seeking his/her advice regarding the distribution of your materials in the area, suggest that his/her input is very important. Flattery will get you anything, sometimes.

TRY TO AVOID THE TELEPHONE ONLY CONTACT-
"Mr/Ms Jones, I appreciate your willingness to discuss this over the phone, however it was not my intention to tie you up at this time. I had hoped we might be able to get together for a brief meeting....at a time that might be more convenient."

760

IF MR/MS JONES INSISTS ON TALKING OVER THE PHONE-
"Mr/Ms Jones, have you had a chance to read the information about the Work and Family Seminars? I have additional information about the success record and specific offerings to meet specific clientele needs that I would really like to bring to you."

DON'T EXPECT MUCH OVER THE PHONE FROM STRANGERS.
DON'T WASTE THEIR TIME OR YOURS....
IF MR/MS JONES WON'T SEE YOU-
"Mr/Ms Jones, I'm truly sorry that you cannot see me. I believe the information I could share would be useful to you and your company/organization. Could you possibly suggest some other person that it would be useful for me to see?"

PROMOTING

Appointments to explain available options is the first step in promoting the Work and Family Seminars. With an appointment you are likely to sell the client some service, someday. Visuals may be useful to insure an organized presentation. Appeal to the sense of sight as well as hearing by using charts, graphs, photos, exhibits, etc. found in Work and Family brochures, reports, etc. You may wish to develop a notebook, flipchart, etc that compliments your personal style or program focus.

*See potential marketing slicks and/or transparency copy in Appendix C.

Oral presentations should be simple. Clear, concise words should be used. Allow time in the presentation for contact person (buyer) to ask questions and clarify their understanding.

Sequence of your presentation might be:

1) Acknowledge your organization for credibility.

2) Review origin and philosophy of Work and Family Institute

3) Summarize BENEFITS to the client
   - reduced stress an anxiety at work and at home
   - preventative approach to employee problems
   - increased employee productivity
   - improved health and morale
   - promotes supportive atmosphere among employees
   - builds self esteem of employees
   - develops precious resource - your employees
   - provides positive information for personal and career development
   - creates loyalty and goodwill toward employer

4) Review acknowledged or presumed needs. Needs may relate to demographics and/or type of business. Advance knowledge can be a key. A good promotional presentation aims directly at the company's interests and needs. Include your prospects in the presentation by asking for their opinions, reactions and evidence of perceived needs and listening to their answers. The good salesperson must discover their needs to sell them benefits that they desire. (Example: Employee's attitude is critical in customer service organization or loyalty reduces high turnover of employees or stress coping is critical if safety in the workplace is a concern.)

5) Discuss availability and flexibility to customize educational options. Encourage client to discuss specific concerns and ask questions.

6) Describe topics and/or series to choose from. Provide employer benefit descriptions.

   *See employer benefit descriptions in Appendix D.

7) Pricing seminars. Three considerations when determining price are: demand, cost and competition. The fee for the seminars may need to cover a number of costs involved. It may need to include the coordinator's and/or marketing person's time, the instructors fee, preparation time, cost of printing learning materials and handouts, travel expenses, etc.

It is up to you, your Adult Director/Coordinator and the Vocational Education Work and Family Institute Project Director to determine the appropriate billing for your area, based upon the size of the job, the company's ability to pay, your desire to do the job, and other factors.

There are a number of ways to determine your billing rate. You may want to:

- -Check out your competition and compare their rates to the rates you are considering.
- -Consider what the market will bear in your area.
- -What is the demand for the seminars?
- -What is the usual charge for classes by other departments at your school?
- -What other compensation is available to defray costs?

Some various price structures follow:

Example

Metro Technical Institute:

Small family business	$50.00/hr
Small Company (30-100 employees)	$75.00/hr
Larger Company (100+ employees)	$100.00/hr
Corporation	$125.00/hr

Suburban Technical Institute:

Small Company or Community Org	$60.00/hr
Medium Company or Non-profit Org	$80.00/hr
Large Company (100+ employees)	$100.00/hr

(Discount of 20% is applied to second and succeeding hours in a seminar and to sessions beyond 4 in a series or to repeated sessions.)

Rural Technical Institute:

Instructional cost =
First 20 persons: $2.25/person
Additional persons: $1.00/person
(maximum to be specified)
Travel Costs = $. /mile
Material Costs = $. /page

8) Cite stories, quotes of successful use of the services. Tell the prospect about the "prestige" clients that have used the seminars, and the satisfied users who have expressed favorable opinions. A track record report form is useful here.

9) Provide "Topic List" of seminars available or "Benefit Descriptions" as appropriate. The basic Work and Family Curriculum has been organized into three (3) suggested series:

   Individual Development Series
   Working Parent Series
   Work and Family Series

This information may be sent later if combinations are being negotiated and customized offerings are suggested for specific clientele needs.

*Topic Lists and Benefit Descriptions are in Appendix D

HAVE READY ANSWERS TO SUCH QUESTIONS AS:

Why would I want it? (Needs & Benefits)
What would it look like? (Customize offerings)
Who else has used your service? (similar business)
Who will do it? (professional instructors)
When can I get it? (flexibility)
Where would you do it? (mobility)
What will it cost? (investment in employee is cost effective)

ENABLING

You should be prepared to hear and respond to such objections as:

"This is not a good time for Work and Family Seminars."

"I'd like to check the idea out with others in the company."

"We don't have money set aside for these type of seminars right now."

If you've ever sold anything before you know that objections are excuses for not buying. Just look at these excuses as detours on the road to a successful sale. A detour just means it may take a bit longer to make your sale, it's definitely not the end of the trip unless you choose it to be.

Excuses for not buying a seminar or seminar series are frustrating, but can be overcome. An objection/excuse means there is something blocking the way of the sale. Your contact person may very well want to have a seminar series and just needs more information or may need to be convinced a bit more that their purchase is worthwhile.

A request for more information is certainly not unreasonable. Whenever you get an objection/excuse, remember you are lucky since you have something concrete to work with. A vague response, such as "I'm not sure," give you absolutely nothing to work with. You may follow with a question such as "Why?". Then you might get an objection that you can answer to the contacts satisfaction. The best sales people listen and ask questions to identify needs.

It's smart to dig deep for the real objection by asking questions to identify needs. Your questions uncover more information as to where the contact really stands. You goal is to determine the dominant buying motive. When you determine the dominant buying motive you're 80% of the way to a successful sale.

Face objections/excuses directly and provide a satisfactory answer to the contact. This process may be repeated any number of times during the course of the sale. This is why knowing all the benefits of the seminars is so important.

Remember it is your skill in being ready, prepared and confident in answering objections that will mean the difference between closing a sale or losing a sale. One strategy to overcome objections is to anticipate them and plan how you would respond to them. You may wish to write down common objections you get and develop responses. Such as:

"This is not a good time for Work and Family Seminars."

- Are things changing at the company? If it's a growth phase you may want to suggest special needs of new employees. If it's a staff cutback time you may want to emphasize the increased employee morale that could occur. If it's "busy season" for the industry, learn when slow times occur to plan for future contacts.

"I'd like to check the idea out with others in the company."
-Perhaps I could make a presentation to your board (committee, etc) or provide you with additional materials. Perhaps we could develop a simple needs assessment form for your personnel to respond to indicating their perceived needs.

"We don't have money set aside for these types of seminars right now."
-The costs are minimal and are really an investment if your employee, saving turnover costs and absenteeism and stress illness costs. Perhaps you have tuition reimbursement money as part of your employee benefits or perhaps your employee assistance department will recognize the value of this preventive approach to decrease crisis intervention costs. Perhaps we can plan future strategy so that you are ready to propose budget requests for the new fiscal year. (Find out when planning occurs for next budget year).

OTHER OBJECTIONS YOU'VE HAD:

You have made important progress toward closing the sale each time you satisfactorily answer an objection. You've strengthened your position while weakening your contact's resistance. It's one less obstacle you have to face and a clear achievement for you.

After you satisfy a major objection it may be the best time to try to close the sale. It is a natural time to close before other objections are raised.

Always keep in mind the specific benefits to the company for having Work and Family Seminars. Benefits are what you need to close the sale. Sell to meet the company's needs and desires.

The National Sales Executive Club has come up with some interesting figures.

- -48% of salespeople call only once.
- -25% of salespeople call only twice.
- -12% of salespeople call only 3 times, then stop.
- -10% keep on calling, and it is this 10% that makes 80% of the sales.

The moral of the story is: Keep following up and checking back. NEVER GIVE UP

Closing the Sale

Written followup after your meeting is an important part of marketing. Always:

1) Acknowledge the visit promptly, whether or not further agreement is possible at this time.

*See sample acknowledgement letters in Appendix A.

It may be helpful to:

2) Provide written proposals to meet specific client needs and interests.

*See sample proposal in Appendix E.

3) Provide needs assessment forms to facilitate employee input to personnel department.

*See sample needs assessment forms in Appendix E.

4) Write contract for services. (See Facilitating section)

FACILITATING SEMINARS

Arrangements With Client

1) Contract and Billing Procedures
Communication is essential to a good relationship with your client. Make a point of discussing the fee and means of payment even before the contact is signed. Be sure to include any clauses relative to cancellation, postponement, etc. to avoid misunderstandings. Clarify with your institution the usual means of handling the accounting. You will probably need to initiate the contract then initiate the billing.

*See sample contract forms in Appendix E.

2) Date, Time and Location
Be sure that you have an understanding of the date/s, time/s and location/s proposed for seminars. Agree to reconfirm if you must obtain an instructor for specific times.

3) Seminar Design
Design seminars as chosen by client, or to meet specific needs expressed. Appropriate content from the Work and Family Curriculum has been identified for each topic in the three suggestion series to eliminate duplication within each series.

*See seminar content outlines in Appendix D.

Creative titles may make the seminars more attractive to participants.

*See examples of seminar titles in Appendix E

4) Promotion
Ascertain if you need to provide promotional materials? Client may wish to do their own promotion using employee benefit descriptions you provide.

*See program promotional copy in Appendix E.
*See employee benefit descriptions in Appendix D.

5) Participants
Learn all you can about the demographics and number of participants to enable you and the instructor to plan effective presentations.

6) Instructors
Clarify if you need to provide biographical information about the instructor/s in advance of seminar dates

7) Printed Materials
Determine what handouts are needed and arrange to provide appropriate copies.

8) Audio/Visual Needs
Determine what is needed and whether available on site.

9) Evaluation
Prepare evaluation forms to assess participant reaction and invite indications of further needs that you might propose to address in this series or future seminars.

*See sample Evaluation Forms in Appendix E.

10) Followup
After the education has been provided, make contact with your initial client to assess if arrangements were satisfactory. Plan to summarize participant evaluation and provide information to your client. This information may provide evidence of other needs that you can propose to meet with future seminars.

A WRITTEN THANK YOU FOR YOU CLIENTS BUSINESS IS ESSENTIAL.

Arrangements with Instructors

*See Instructor's Guidebook in Appendix F.

REFERENCES

Armand Lauffer, Strategic Marketing for Not-for-Profit Organizations, 1984, The Free Press, New York,N.Y.

Work and Family Marketing Notebook, 1983

Training materials by Joan Comeau and Annette Dowdy

Marketing Materials by Mary Burns, Annette Dowdy and Betty Gerlach

APPENDIX A

PROMOTIONAL COMMUNICATION SAMPLES

1) Introductory Letters
    - blind lead
    - referral lead

2) Acknowledgment Letters
    - negative response
    - positive response

3) Executive Breakfast Resources
    - invitations:
        - card
        - letter
    - agenda
    - feedback form
    - follow-up record form
    - no-show letter

4) Trade Show Resources
    - poster copy
    - drawing form

5) Public Service Announcement

6) News Release

7) Advertisement Copy

(date)

(name)
(department)
(company)
(address)
(city)

Dear (name):

I have recently joined the staff at (   ) to provide Work and Family seminars to area businesses for their employee.

Persons who learn to balance work and family lifestyles can become more productive employees. The Work and Family seminars, provided in the workplace, can help reduce anxieties in employees that drain energy from their work.

Employers have discovered that providing this education also creates supportive relationships among individuals and increased loyalty to the company. We hope that this education can reduce the need to provide costly crisis counseling.

Programs can be designed for the needs of your group, whether they are single individuals, young parents or maturing families. I would like very much to visit with you about how this service can benefit your company.

I will call within a few weeks, or you may call me at (phone #) if you have immediate questions. I will be glad to bring further information to your workplace, at a time most convenient for you.

Sincerely,

(your name)
(title)

Enclosures

REFERRAL LETTER

(date)

(name)
(department)
(company)
(address)
(city)

Dear (name):

A friend of mine, (name), who works in your corporate offices suggested that you might be interested in knowing of educational programs I can make available to your company for your employees.

The enclosed brochure and report briefly describe the Work and Family seminars I am marketing from (school). Persons who learn to balance work and family lifestyles can become more productive employees. These seminars can help your employees deal with the stress of balancing work and personal life that may drain energy from their work.

Employers have discovered that providing this education also creates supportive relationships among individuals and increased loyalty to the company. We hope that these preventive measures can reduce the need for crisis counseling, often provided by the employer.

Programs can be designed for the needs of your group, whether they are single individuals, young parents or maturing families. I would like very much to visit with you about how this service can benefit your company.

I will call within a few weeks, or you may call me at (phone #) if you have immediate questions. I will be glad to bring further information to your office at a time most convenient for you.

Sincerely,

(your name)
(title)

Enclosures

(date)

(name)
(department)
(company)
(address)
(city)

Dear (name):

Thank you for your time on (date) to discuss the Work and Family Seminar programs and their potential worth to your staff.

I understand that this education is not a priority in the current budget, but trust that you will keep us in mind as you forecast needs for the future. Employee well being is directly related to staff productivity and may become a priority as you monitor future corporate health. We believe that balancing work and personal life is essential to employee well being.

You may reach me at (phone #) is we can be of any service to your staff development and training division.

Sincerely,

(your name)
(title)

(date)

(name)
(department)
(company)
(address)
(city)

Dear (name):

Thanks for your time on (date) to discuss Work and Family Seminar programs and their potential for your staff. I appreciate your sensitivity to their educational needs and remain available to enter into discussions with other decision makers or to provide you with additional material to support your discussions within the company.

I am enclosing some information about the New Parents in the Workplace programs that I spoke, designed for persons returning from parental leave.

I look forward to talking to you again. Feel free to call me at (phone #).

Sincerely,

(your name)
(title)

Enclosures

SPECIAL INVITATION

TO AN

EXECUTIVE BREAKFAST

Intermediate District 287
Hennepin Technical Centers
District Office
1820 North Xenium Lane
Plymouth, MN 55441

Please join other business leaders for breakfast

Business Leaders Explore

- *balancing work and family seminars*
- *employee health & wellness programs*

Thursday, March 5, 1987

8:00 to 9:00 a.m.

Holiday Inn - St. Louis Park
9970 Wayzata Boulevard
(Highway 12 at County Road 18)

Hosted by Hennepin Technical C
R.S.V.P. Annette Dowdy 553-
Dorothy Lindberger 5

Vocational Education
Work and Family Institute

An Educational Resource
for the Business Community
through a Consortium
of Minnesota Area Vocational Technical Institutes

WE MEAN BUSINESS

JOIN US for an EXECUTIVE BREAKFAST, sponsored by the Vocational Work and Family Institute and Pine Technical Institute.

The breakfast program will introduce customized training opportunities for your company and worksite work/family seminars for your employees.

Benefits of these programs to the employer are:
- increased productivity
- greater employee concentration
- reduced days absent
- defined work goals
- applied time management skills

Please choose a day and location convenient to you and join us.

Thursday, Feb. 19	8-9:30 a.m.	Alpine Inn, Pine City
Friday, Feb. 20	8-9:30 a.m.	J's Arlington, Cambridge
Tuesday, Feb. 24	8-9:30 a.m.	Dutch Huis, Mora
Friday, Feb. 27	8-9:30 a.m.	Swedish House, Lindstrom

R.S.V.P.

Company/Business represented ______________________

Person attending ______________ Position ______________

Day ______________ Location ______________________

Please return as soon as possible

Enclosed: stamped return envelope

797

AN EXECUTIVE BREAKFAST FOR

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

Adapted with permission of the Minnesota Vocational Education Work and Family Institute

PINE TECHNICAL INSTITUTE PINE CITY, MINNESOTA 55063 612/629-6764

AGENDA

Executive Breakfast

(date)

8:00 Welcome

Acknowledgement of Guests

Breakfast

8:30 Work and Family Seminar Programs

Related educational services

THANKS FOR COMING!

THANK YOU FOR YOUR FEEDBACK

Name____________________________________Position________________

Company___________________________________Phone________________

Address____

City____

_______Am currently providing employee well-being education

_______Am interested in employee well-being education

______Balancing Work and Family Seminars

Specific topics: ____________________________________

____

_______Am interested in other educational services

BUSINESS EXECUTIVE BREAKFAST - Date:

COMPANY: Name Address	PHONE	CONTACT: Name Position	INTERESTS		NOTES
			W/F	Other	

Wisconsin Technical Colleges
Employers and Families: A Partnership in Productivity
Adapted with permission of the Minnesota Vocational Education Work and Family Institute

(date)

(name)
(department)
(company)
(address)
(city)

Dear (name)

I am sorry that you were unable to attend the Executive Breakfast hosted by (school) on (date).

We shared information about educational services with human resources personnel in over (# companies attending) corporations and agencies. This education at the worksite is designed to support your staff development efforts.

The enclosed brochures briefly describe Work and Family Seminars and (other educational services) available at the workplace. We believe that persons who manage their personal lives effectively are also productive employees.

I will call you soon to discover if we can find a time to discuss how these programs might meet your needs for workplace training. You may reach me at (phone) if you have immediate questions.

Sincerely,

(your name)
(title)

Enclosures

REGISTER

FOR

FREE SEMINAR

FOR EMPLOYEES AT YOUR WORKPLACE

BALANCING WORK AND FAMILY LIFESTYLES

COMPLETE FORM AND DEPOSIT IN BOX

WINNER WILL BE NOTIFIED

TRADE SHOW DRAWING FORM

YOUR NAME________________________________

COMPANY NAME______________________________

COMPANY ADDRESS___________________________

____

COMPANY PHONE____________________

Number of employees (estimate)__________

Name of Personnel Director or Training Director

____

Their Title;________________________

Do you think fellow employees need help with "Balancing Work and Family?"

Yes________ No________

Does your company provide education or assistance?

Yes________ No________

PUBLIC SERVICE ANNOUNCEMENT

VOCATIONAL EDUCATION WORK AND FAMILY INSTITUTE

Radio Spot Announcement

Adult Vocational Education provides educational programs related to balancing work and family lifestyles through (school).

A concern that has arisen nationwide is the stress that families are experiencing due to trying to balance work and family priorities. In response to this dilemma the Vocational Education Work and Family Institute was established to present seminars at the workplace.

The purpose of the seminars is to focus on the issues and challenges that exist in balancing family and work conflicts and to help employees to determine strategies that might resolve some of these issues. To learn more about how you can provide Work and Family Seminars for your employees call you local (school name) at (phone).

NEWS RELEASE

Release Date: Immediately

For more information call: (your name) Phone: (#)

BALANCING WORK AND FAMILY LIFESTYLES

Employee demographics show increasing numbers of persons in the workforce attempting to balance work and family lifestyles. (School) can now provide seminar education in the workplace to help employees address personal life issues impacting on their productivity.

Work and Family Seminars in the workplace can help to increase employee morale, productivity and company loyalty and to decrease employee turnover, absenteeism and stress illness. Seminars are tailors to the specific needs of employees at each worksite and are most often provided at noontime, beginning or end of the workday or at scheduled in-service periods.

The most popular topics include balancing work and personal life, parenting skills, family communications, stress management, building self esteem, handling guilt and time and energy management. A seminar series is generally focused on either individual development, working and parenting or strengthening the individual and the family.

For more information on this cost effective investment in your employee's well being, contact (your name, title) at (phone).

"-30-"

ADVERTISEMENT COPY

Work & Family Seminars

for Today's Workforce

Helping persons learn to balance work and family lifestyles is good business. Benefits to the company can be increased productivity, lower absenteeism and less employee turnover.

Seminars To Fit Your Company's Needs

A Work & Family Education Specialist can help design a program for your employees. Topics available include:

*stress management at work and at home
*special concern of dual-employed couples
*handling guilt as a working parent
*assessing family goals and values
*special concerns of single parents
*time management at work and at home

CALL Annette Dowdy
Hennepin Technical Centers
553-5655 or 559-3535

Get more information about this cost effective educational resource for the business community.

APPENDIX B

RECORD KEEPING FORMS

1) Contact File Cards

2) Contact Record Form

3) Contact Directory

4) Telemarketing Contact Form

5) Company File Information

6) Telephone Call Record Form

CONTACT FILE CARD

COMPANY____________________ PHONE__________

CONTACT PERSON________________ POSITION__________

ADDRESS____________________

____

Information about company:

Product:____________________

Employee demographics:____________________

History:____________________

Prior association with school:____________________

Other notes:____________________

(see other side - contact records)

Contact:____________________ Date__________

Re:____________________

Notes:____________________

Contact:____________________ Date__________

Re:____________________

Notes:____________________

Contact:____________________ Date__________

Re:____________________

Notes:____________________

CONTACT RECORD

VOCATIONAL EDUCATION: WORK AND FAMILY INSTITUTE

Business ______________________________

Address ______________________________

____

Telephone No. ____________________

Contact Person ______________________________

Activity

Date: ____________

Notes ______________________________

____

____

____

Date ____________

Notes ______________________________

____

____

____

Date ____________

Notes ______________________________

____

____

____

CONTACT DIRECTORY

DATE	COMPANY & CONTACT PERSON	PHONE	COMPANY ADDRESS	COMMENTS

TELEMARKETING CONTACT FORM

DATE	COMPANY	CONTACT	PHONE	RESULTS

COMPANY FILE INFORMATION

Company/Organization ______________________________

Address ______________________________ Phone ______________

____

Directions for locating ______________________________

____

Date of Meeting __________ Time ________

Contact ______________________ Title ______________

Arranged by ______________________ Title ______________

Other contacts within company ______________________________

____

Company's products ______________________________

Customers ______________________________

Competitors ______________________________

Years in business ________ Employees in Co. ________ Dept. __________

Home office location ______________________________

Communications:
Introductory letter ________ Call ________ Date ______________

Follow-Up Call ________ Date ______________

Notes: ______________________________

____

Other Correspondence ______________ Date ______________

Meeting ______________ Date ______________

Notes ______________________________

____

TELEPHONE CALL RECORD

Date________________________ Time____________________

Re: ____

To: ______________________________Company___________________

From: ____________________________School____________________

Discussion

YOURS	THEIRS

Remarks ____

____

____

APPENDIX C

MARKETING SLICKS and/or TRANSPARENCY MASTERS

Relating to:

- Identity / Visibility
- Origin / Philosophy
- Benefits
- Needs
- Availability
- Flexibility
- Pricing
- Success Record
- Other

WORK AND FAMILY SEMINARS AT THE WORKSITE

Vocational Education
Work and Family Institute

...An Educational Resource for the Business Community

VTAE
Wisconsin Technical Colleges
Employers and Families: A Partnership in Productivity
Adapted with permission of the Minnesota Vocational Education Work and Family Institute

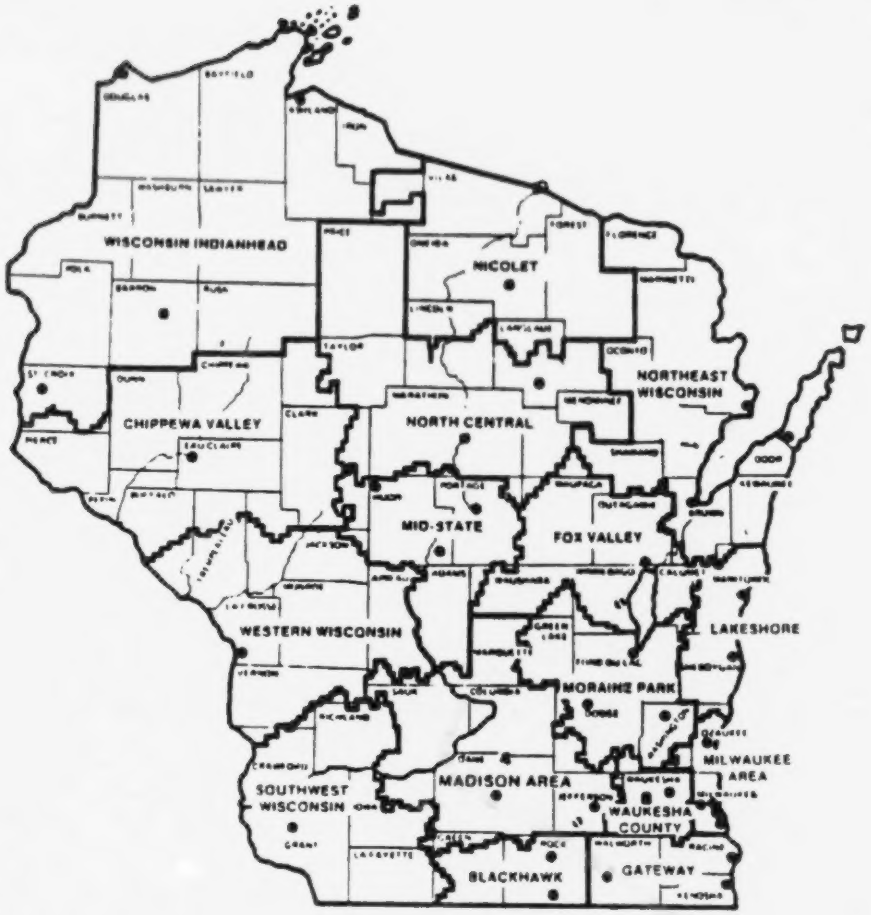
Work & Family Seminars

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

Adapted with permission of the Minnesota Vocational Education Work and Family Institute

Wisconsin Technical Colleges Respond To Needs With Work/Family Seminars



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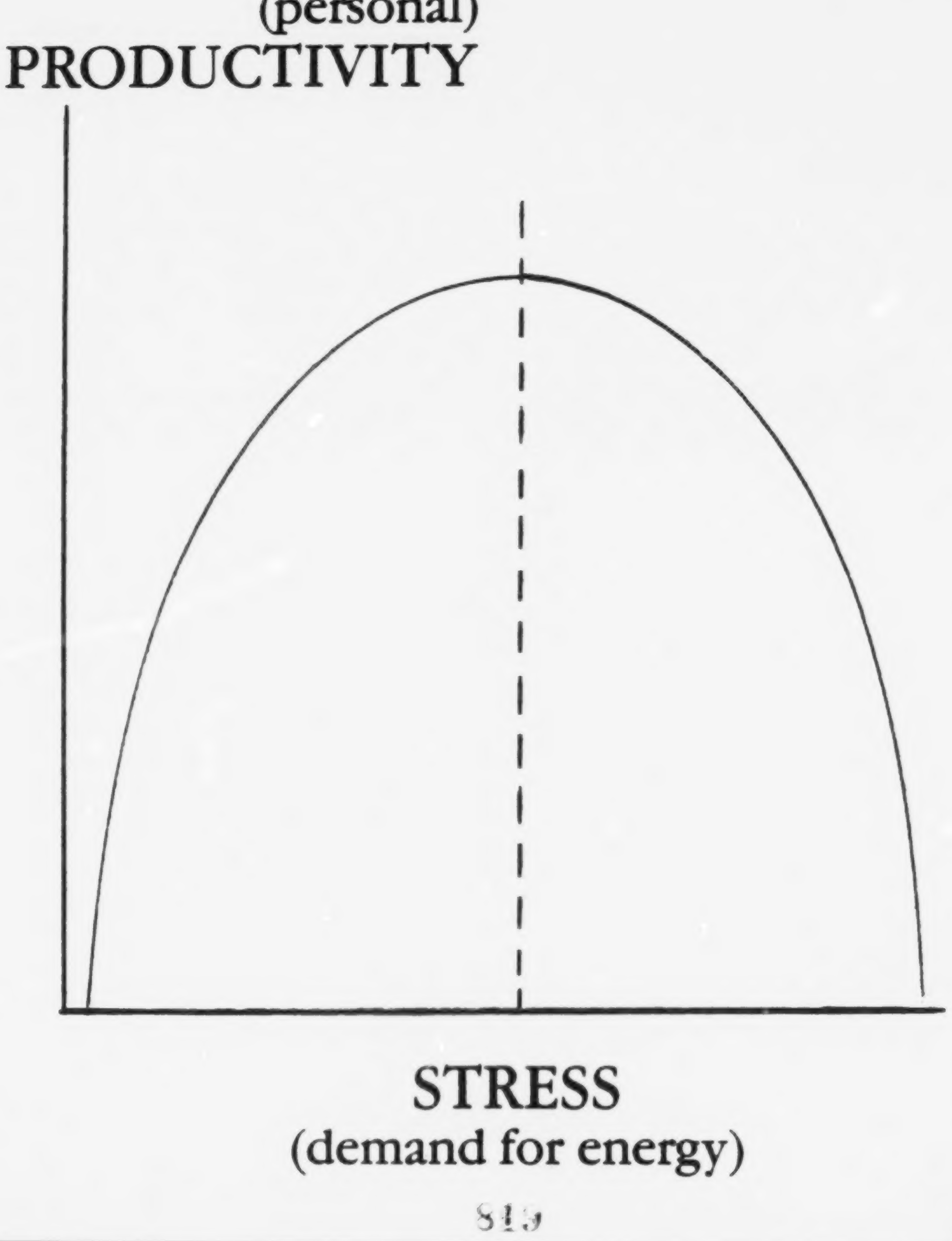
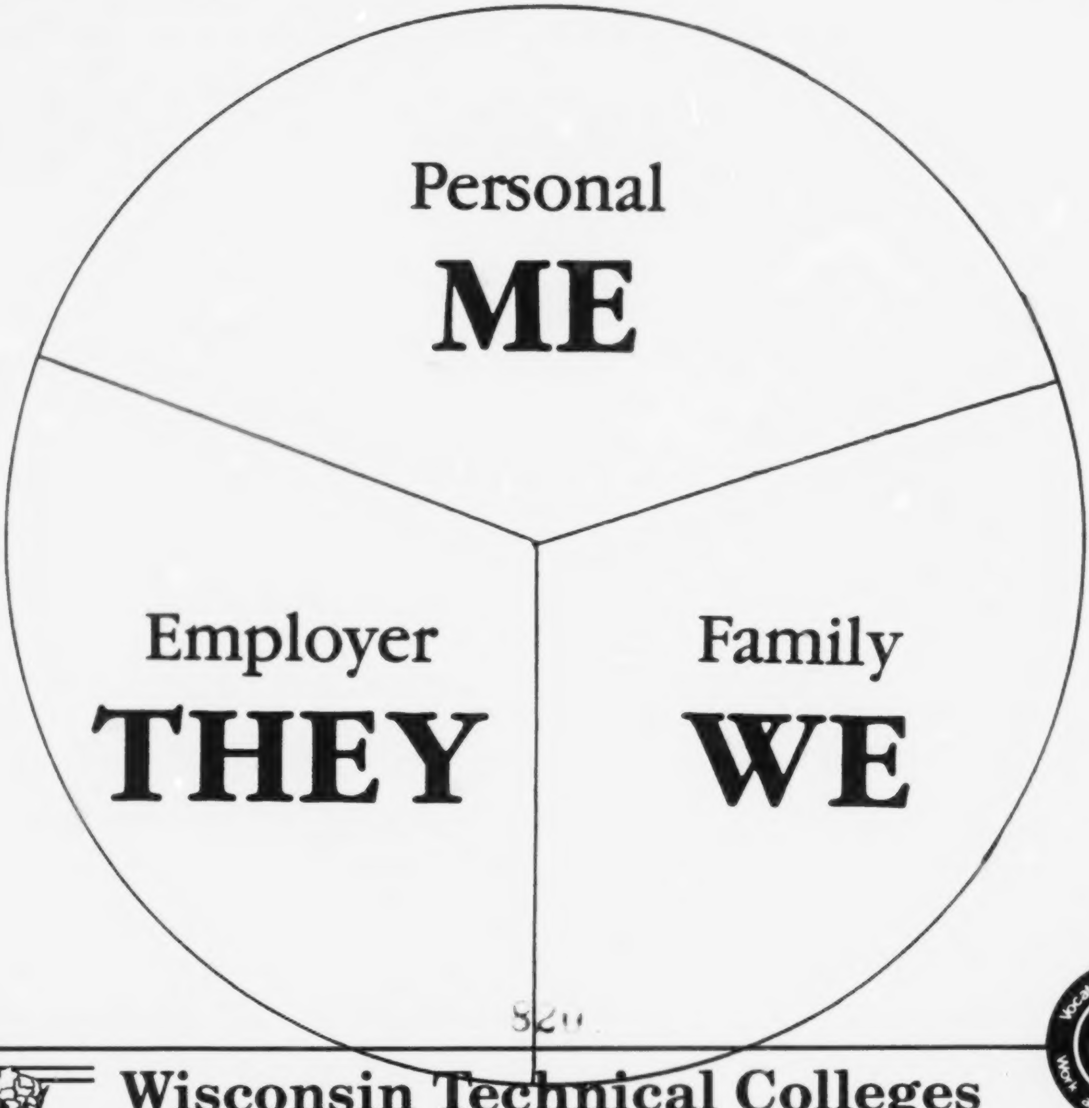

(personal)
PRODUCTIVITY
STRESS
(demand for energy)

Persons who learn to

Balance Work and Family

become more productive employees



Personal

ME

Employer

THEY

Family

WE

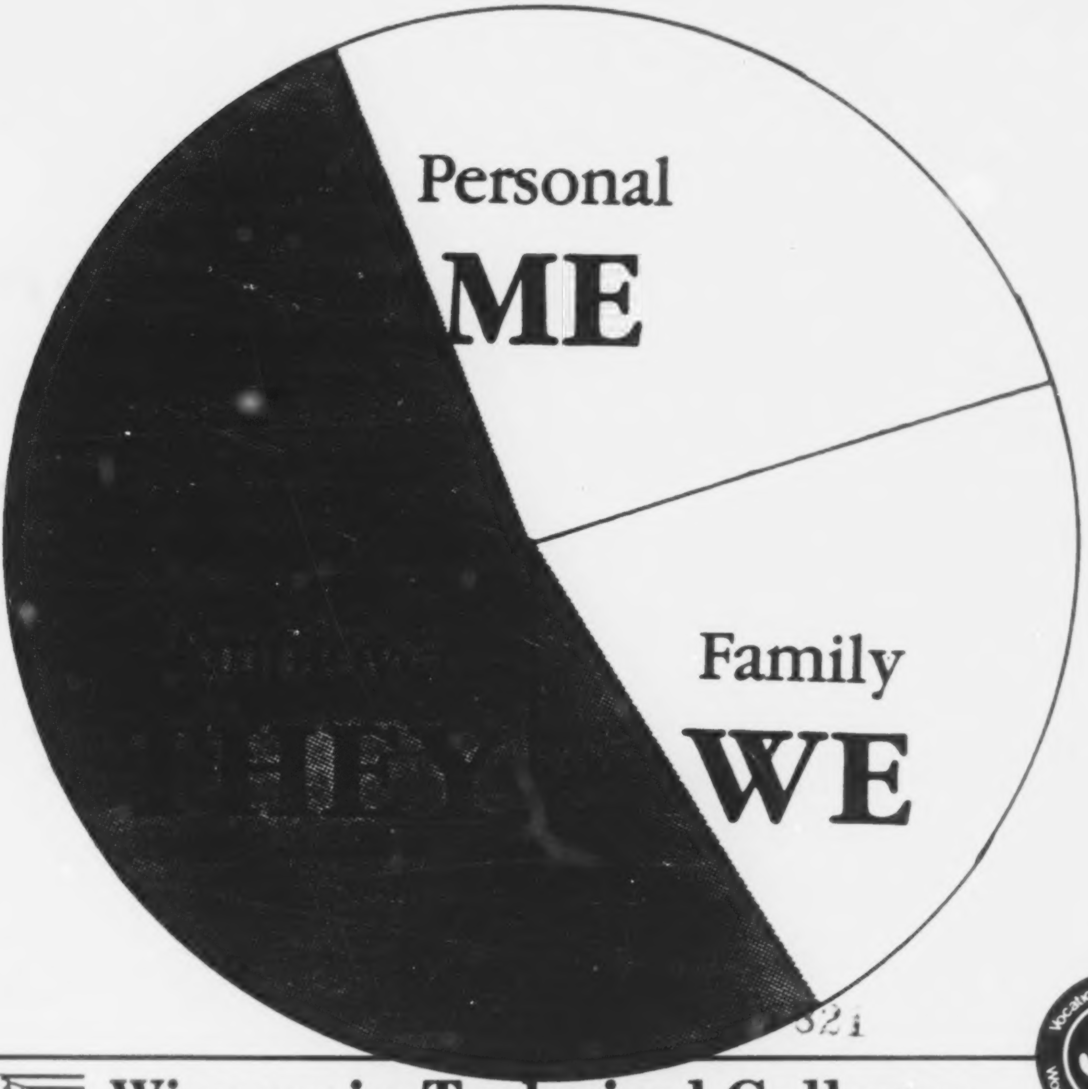
Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

Adapted with permission of the Minnesota Vocational Education Work and Family Institute

Out of Balance Work Pressures

can cause stress illness, absenteeism and reduce employee productivity



Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

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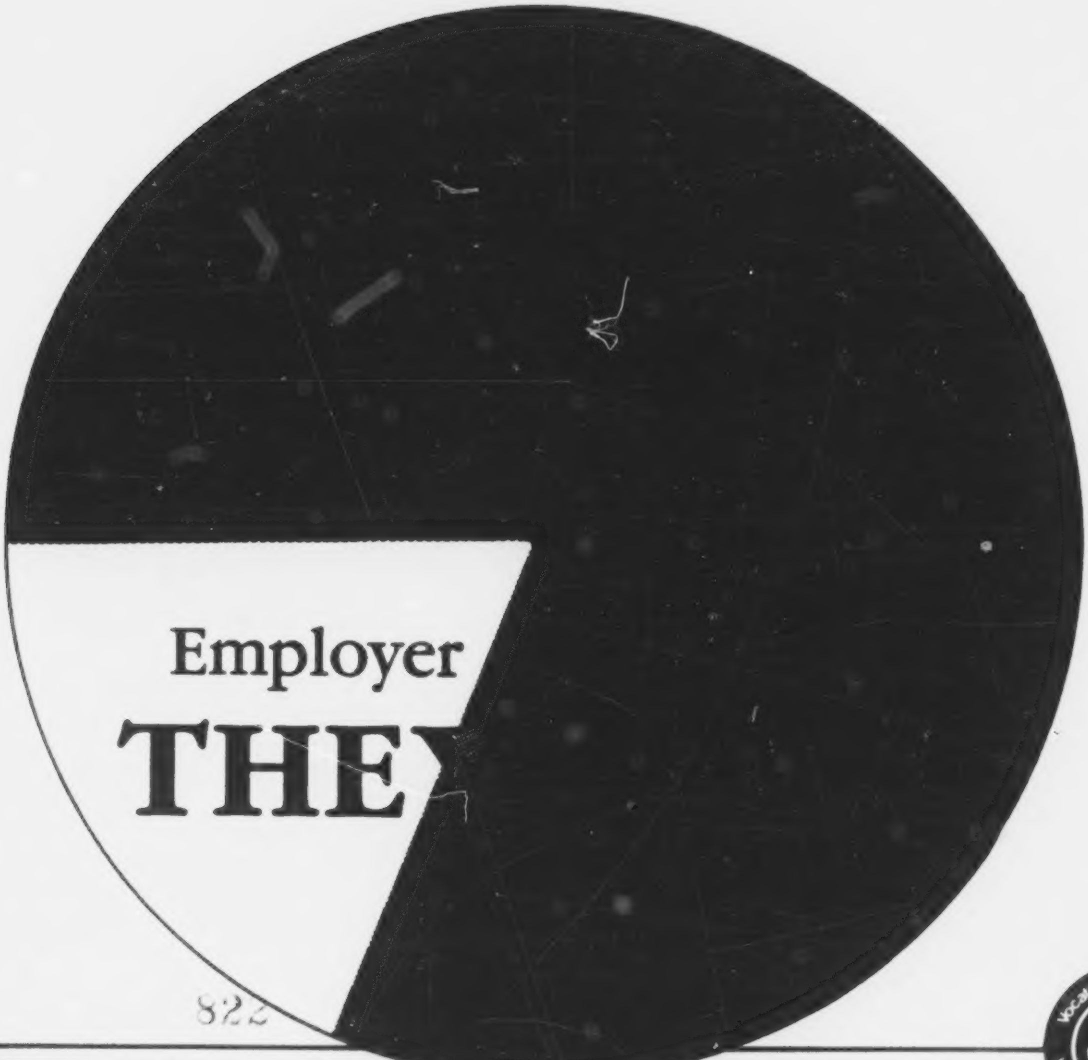
Out of Balance Lifestyle Pressures

can cheat employers



822

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

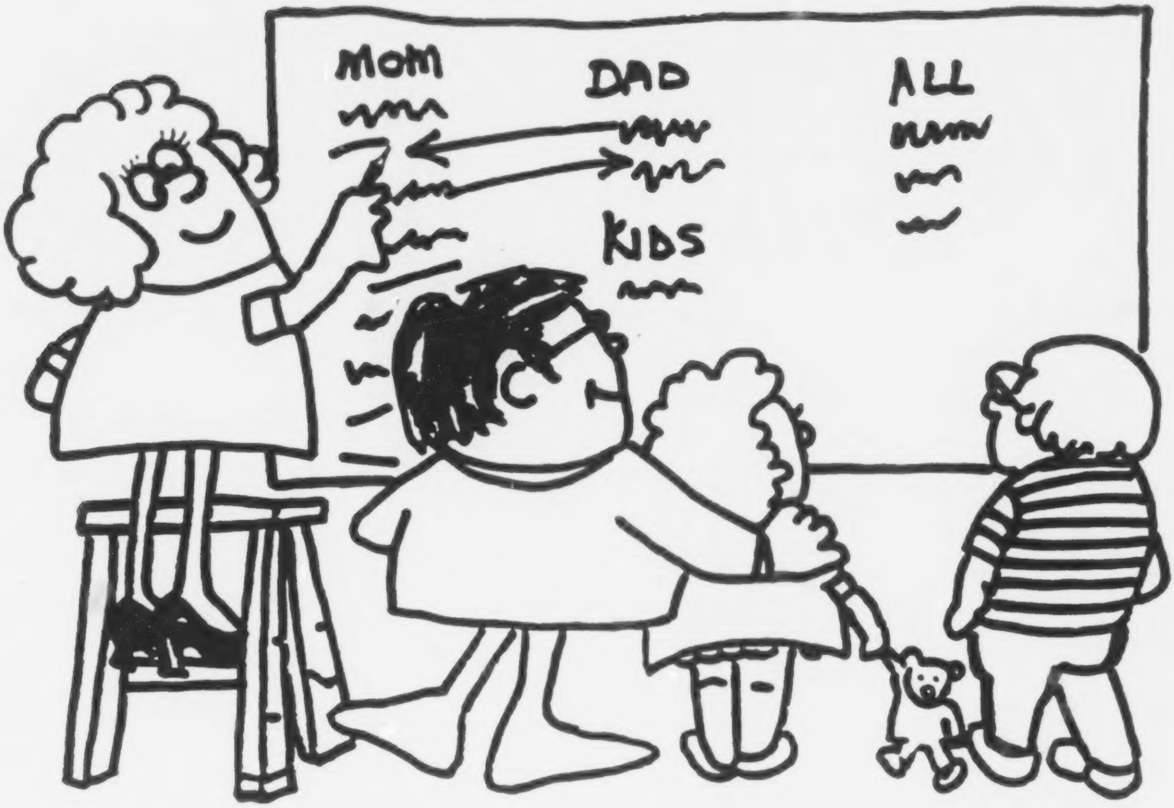
Adapted with permission of the Minnesota Vocational Education Work and Family Institute

More women are going to work.

Conflicting demands generate stress.

BEST COPY AVAILABLE

Father's role is changing.



Work and family seminars are the key.

Seminars Provide A Firm Foundation For Personal Growth & Development

- ***Group Support***
- ***Current Information***
- ***Dealing With Change***
- ***Positive Environment***
- ***Community Resources***
- ***Supplemental Reading Material***
- ***Coping & Problem Solving Skills***
- ***Qualified & Experienced Trainers***
- ***Personal Assessment & Application***

Work & Family Seminars

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

Adapted with permission of the Minnesota Vocational Education Work and Family Institute

Employer Benefits

1. Investment in Resource

2. Build Loyalty, Productivity

3. Less Turnover, Sick Time

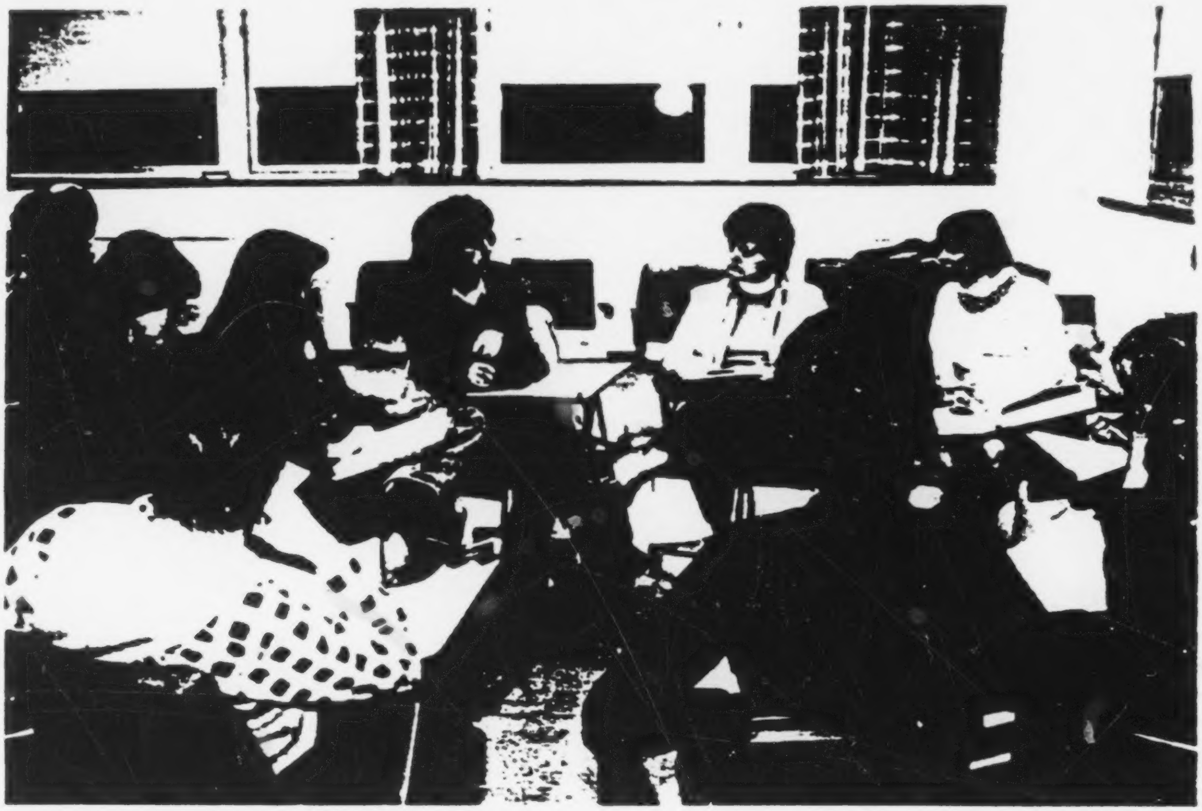
Employee Benefits

1. Feel You Count

2. Learn Coping Skills

3. Continue Personal Growth

Working Parent Series



"The sessions helped me understand others, feelings better, to be more patient and tolerant of others' viewpoints—both my co-workers and my children's."

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Family Development Series

"My feelings about my job have gotten better because I feel that my family life is improving."

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Participants Conclusions

"Wonderful. Exercises, information, I needed this."

"Great ideas. Excellent handouts, extremely helpful."

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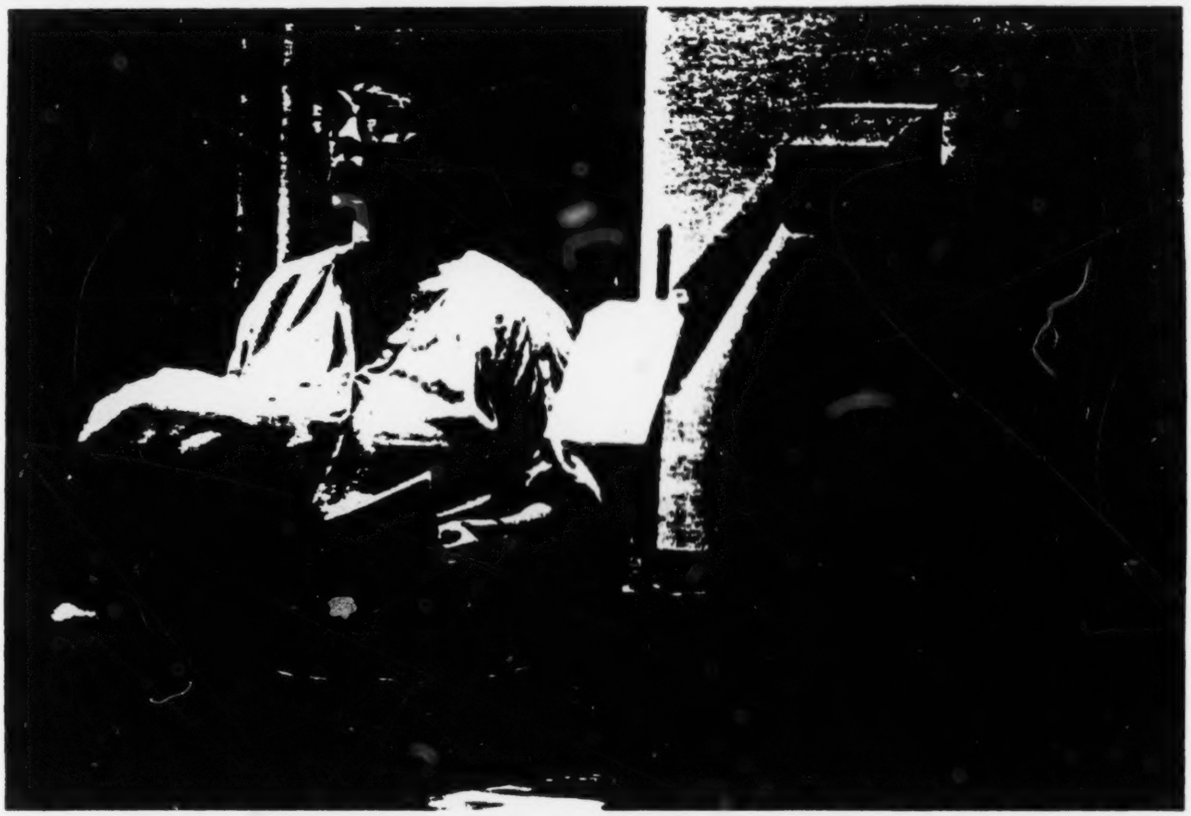
Individual Development Series



"I used goal setting, delegating responsibilities and the problem solving techniques with my team at work."

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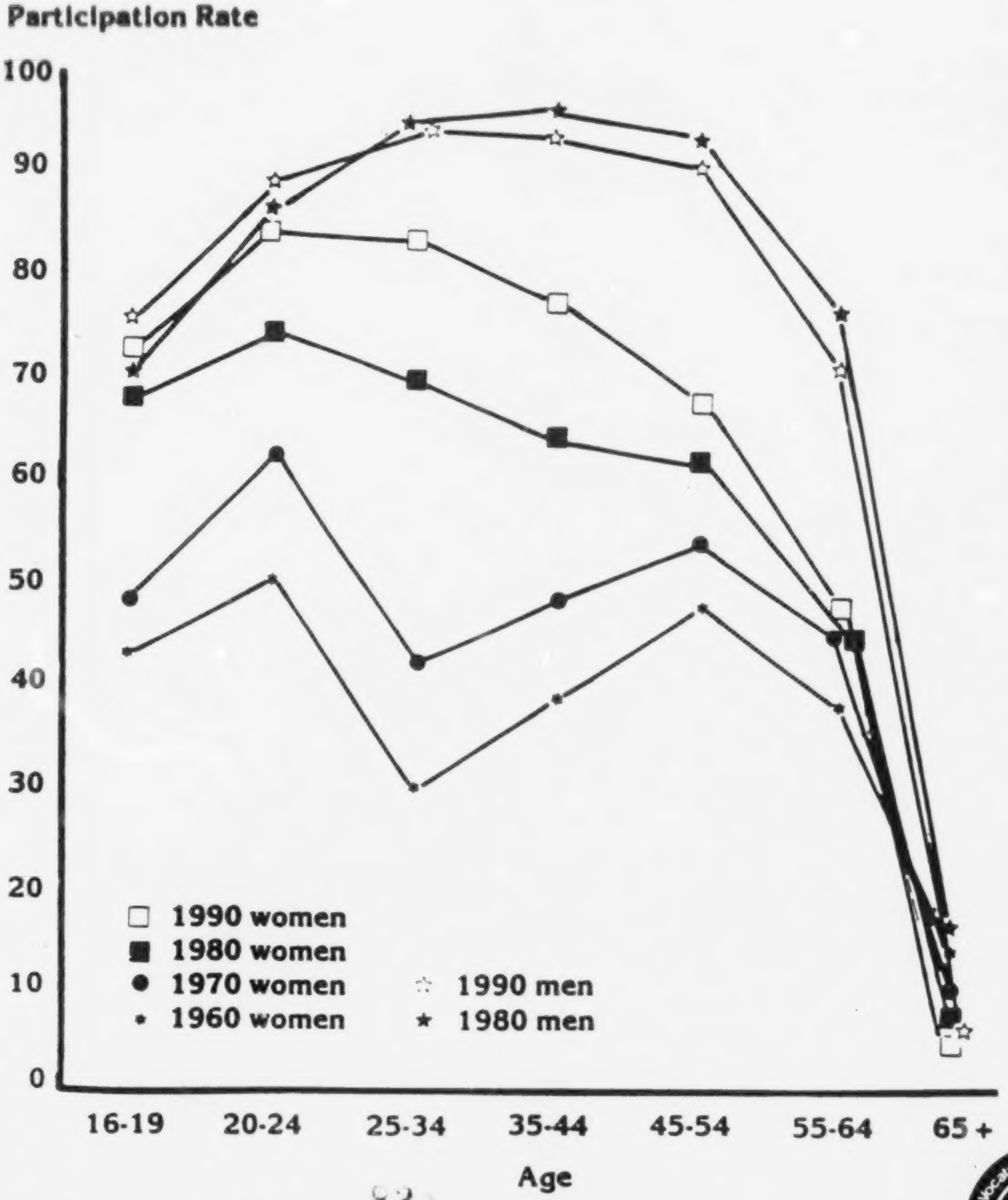
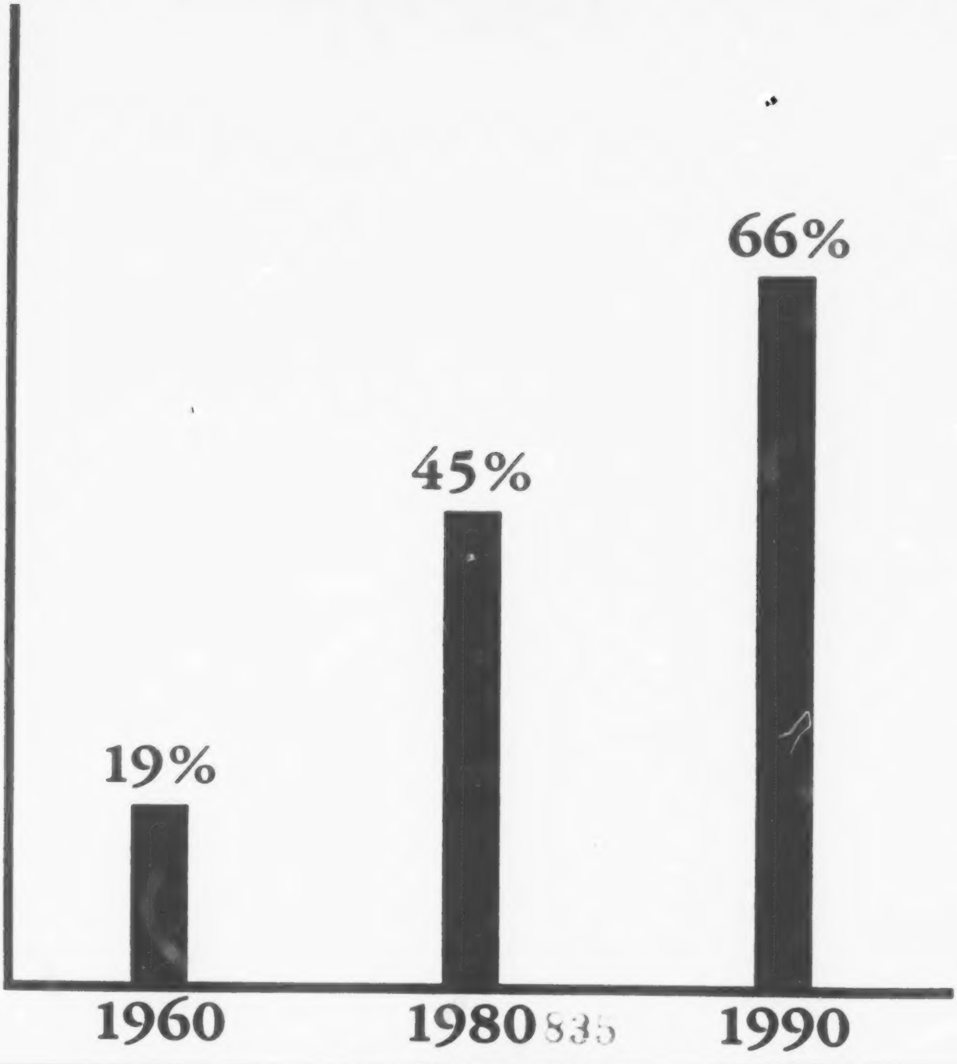
Minnesota Female and Male Labor Force Participation Rates
1960-1990



Source: Office of State Demographer Minnesota State Planning Agency

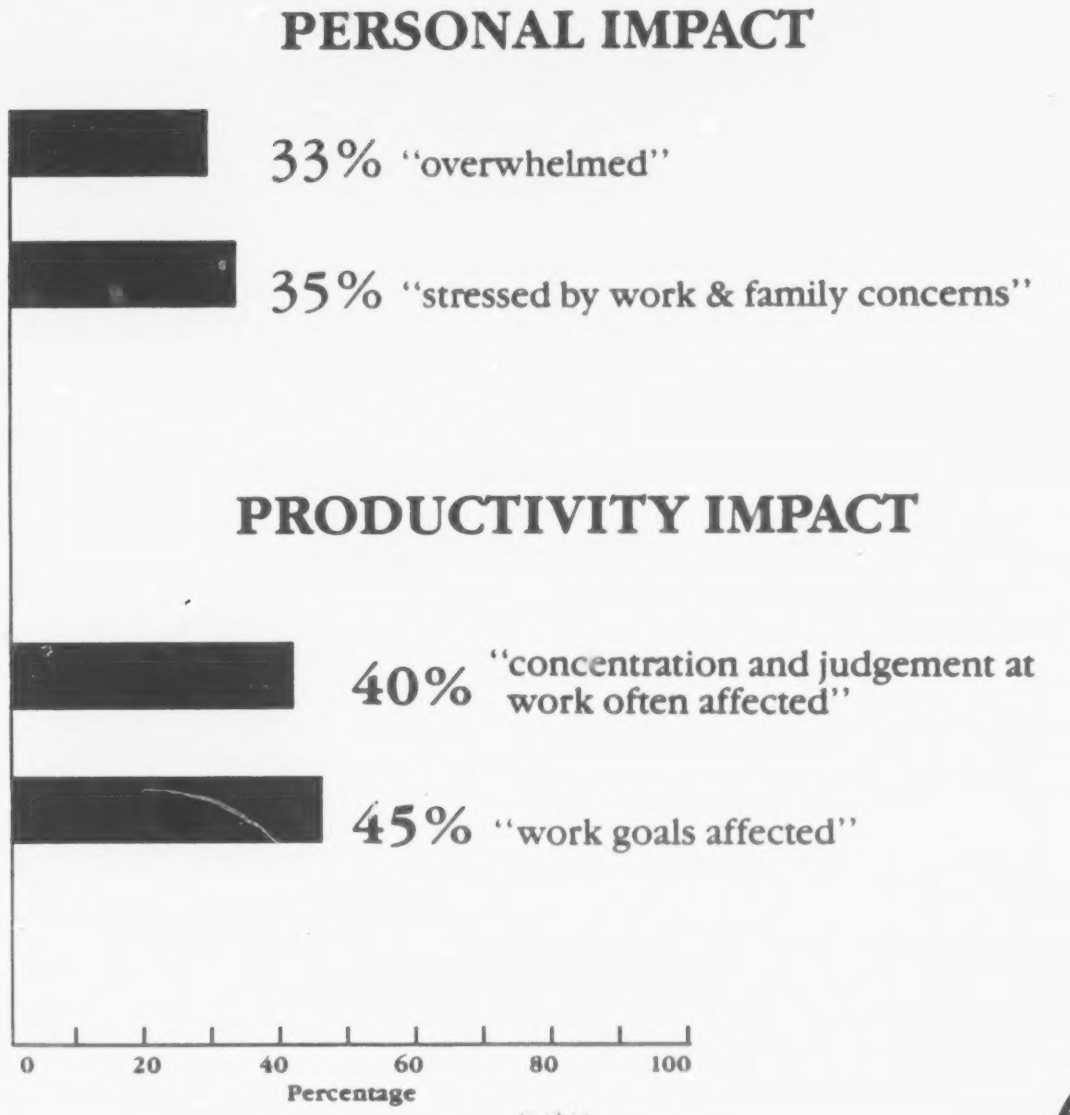
Percentage of Women in the U.S. Work Force, Husbands Present, with Children Under Age 6.



Source: U.S. Bureau of the Census

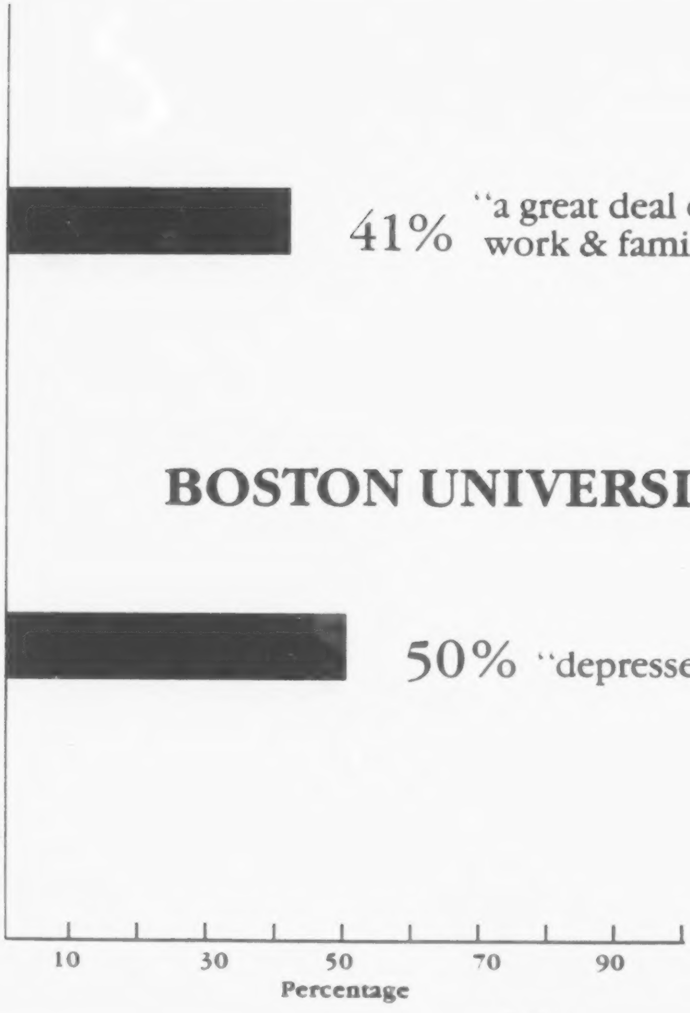
Adapted with permission of the Minnesota Vocational Education Work and Family Institute

EMPLOYEE RESPONSES
Work and Family Resources Research
Honeywell Inc. - 1986



OTHER EMPLOYEE STUDIES
Employees with children under 18

BANK STREET COLLEGE STUDY



BOSTON UNIVERSITY STUDY

Individual Development Series

Examples might be:

- Time and energy management
- Effective communications
- Stress management at home and work
- Life planning and goal setting
- Personal development and self esteem

Working Parent Series

Examples might be:

- Balancing working and parenting
- Handling guilt as a working parent
- Guiding children's behavior
- Fostering children's development
- Spending quality time with children

Work and Family Series

Examples might be:

- Communication in relationships
- Anticipating and managing change
- Getting things done
- Team building at home and work

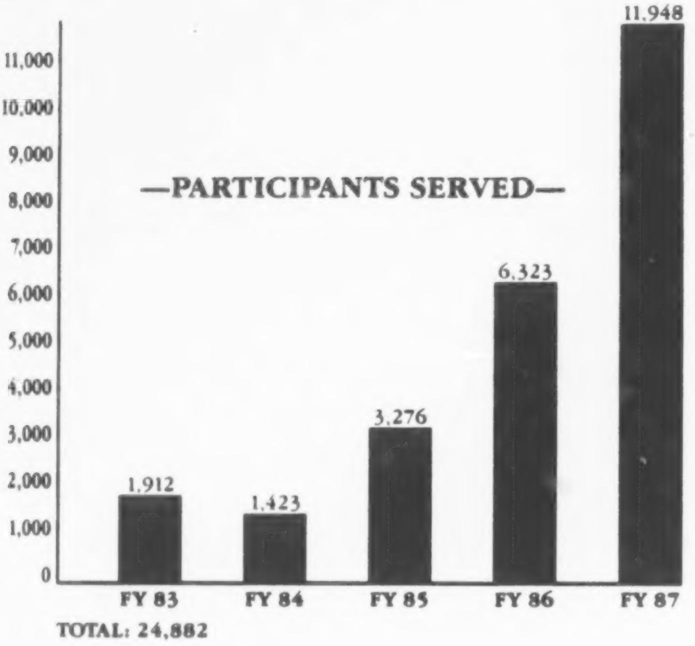
Seminars Tailored to Company Needs

2-8 sessions on related topics

- anytime in business day
  ...noontime
  ...beginning or end of day
  ...scheduled in-service

- survey forms determine interests
  ...parenting
  ...family communications
  ...assessing values & goals

EMPLOYERS RESPOND with Workplace Seminars



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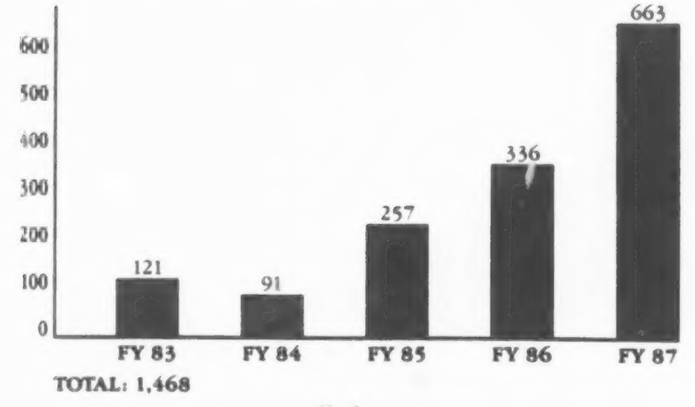

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Company Investment

- per hour seminar on topic

$60 - small non-profit group

$80 - small family business
or public agency

$100 - company with 50
or more employees

...second hour on topic or repeated seminar at discount rate

Employees
A Business Asset

APPENDIX D

PROGRAM DESIGN AIDS

1) Seminar Topic Lists

2) Benefit Descriptions (Employer)

   - Individual Development
   - Working Parents
   - Work and Family

3) Benefit Descriptions (Participant)

   - Individual Development
   - Working Parents
   - Work and Family

4) Seminar Content Outlines

   - Individual Development
   - Working Parents
   - Work and Family

WORK & FAMILY SEMINAR TOPICS

☐ INDIVIDUAL DEVELOPMENT SERIES

Balancing Work and Personal Life
Productivity at Home and Work
Time and Energy Management
Stress Management
Effective Communications
Goal Setting and Life Planning
Problem Solving and Decision Making
Personal Development and Self Esteem

☐ WORKING PARENT SERIES

Balancing Work and Parenting
Handling Guilt as a Working Parent
Child Supervision Issues
Parenting Responsibilities
Fostering Children's Development
Family Cooperation and Role Sharing
Guiding Children's Behaviors
Spending Quality Time with Children

☐ WORK AND FAMILY SERIES

Strengthening Family Relationships
Anticipating and Managing Change
Communication in Relationships
Getting Things Done
Team Building at Home and Work
Fostering Self Esteem

☐ SPECIAL TOPICS

Single Parenting
Fathering
Step Parenting
Building Strong Families
Parenting the Elementary Age Child
Focus on Sexuality and the Young Child
Preventing Sexual Abuse of Children
Adults in Transition
Parenting Teenagers
Parenting the Newborn
New Parents Returning to the Workplace

Wellness
Work/Family Issues:
    Implications for
    Supervision & Management
Special Issues for Small/Family
    Owned Businesses
Family Financial Management

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

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VOCATIONAL EDUCATION
WORK & FAMILY SEMINARS

INDIVIDUAL DEVELOPMENT SERIES

These seminars help employees become more productive while at work by giving them strategies to manage their personal lives.

☐ **BALANCING WORK AND PERSONAL LIFE**

This seminar helps your employees to balance the expectations and demands of work and personal life. Attitudes play a large role in developing a healthy balance, and this seminar helps employees make adjustments that are positive at work and at home.

☐ **PRODUCTIVITY AT WORK AND HOME**

With the negotiation skills learned in this seminar, employees can communicate and delegate more effectively. At work, they can accomplish more—at home they can have more time for personal activities.

☐ **TIME AND ENERGY MANAGEMENT**

In this seminar, staff can gain skills in prioritizing tasks and using their time more effectively. At work, they can accomplish more—at home they can have more time for personal activities.

☐ **STRESS MANAGEMENT AT HOME AND WORK**

Employers rate this as one of the most popular seminars because stress adversely affects their employees' productivity. Surveys show that 40% of employees report loss of concentration due to stress. In this seminar, employees can rate the stress in their lives and learn effective coping skills.

☐ **EFFECTIVE COMMUNICATION**

Do you see problems caused by poor communication in the workplace? This seminar can help ease them. Your staff can learn how to listen effectively and give feedback in order to reduce misunderstandings and frustrations that can occur at work and at home.

☐ **GOAL SETTING AND LIFE PLANNING**

This is a popular seminar with employees of all ages in setting and working toward goals that determine their future. Employees report that they feel more motivated at work and more in control at home.

☐ **PROBLEM SOLVING AND DECISION MAKING**

How much of our lives at work and at home involves solving problems? This seminar helps employees assess their problem solving and decision making styles and apply new skills. Conflicts at work and home often diminish.

☐ **PERSONAL DEVELOPMENT AND SELF ESTEEM**

We've found that people who have a healthy self esteem are more effective employ

This seminar helps individuals affirm themselves and challenge negative thinking.

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

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VOCATIONAL EDUCATION WORK & FAMILY SEMINARS

Participant Benefit Descriptions

INDIVIDUAL DEVELOPMENT SERIES

Seminars to help you learn to manage the dual responsibilities of work and personal lifestyles and to enhance your mental well being.

☐ **BALANCING WORK AND PERSONAL LIFE**
Take this opportunity to examine the expectations and demands of your work and personal life. You can study a values framework to help assess your lifestyle balance and develop positive attitudes.

☐ **PRODUCTIVITY AT WORK AND HOME**
You can learn to negotiate and delegate some of the responsibilities in your life. When you organize your environment and seek the cooperation of others, you can be more productive and feel more accomplished.

☐ **TIME AND ENERGY MANAGEMENT**
Efficiency techniques learned in this seminar can help you to manage personal and work time and energy. By using your time more effectively, you can have more time for extra joys.

☐ **STRESS MANAGEMENT AT HOME AND WORK**
When you identify causes of stress in your life, you can better understand what lifestyle changes are needed. Learning acceptable coping strategies can be important to your personal well being.

☐ **EFFECTIVE COMMUNICATIONS**
You can learn skills to minimize misunderstandings that complicate your life. By recognizing communication roadblocks, you can interact more effectively with others at work and at home.

☐ **GOAL SETTING AND LIFE PLANNING**
Examine the goals and priorities in your work and personal life. You can identify necessary social support systems and learn to be more motivated at work and more in control at home.

☐ **PROBLEM SOLVING AND DECISION MAKING**
Here is a chance to study problem solving styles and learn skills for your work and personal life. Explore ways to minimize conflict and promote positive decision making.

☐ **PERSONAL DEVELOPMENT AND SELF ESTEEM**
By understanding self concept and self esteem, you can recognize and respond to yo own needs. Learn to create positive personal affirmations and feel better about you and your life.

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

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INDIVIDUAL DEVELOPMENT SERIES

Note that some curriculum materials are parent-focused and must be adapted to use with the individual development audiences.

*(WP OR WF #) = materials also suggested in another series

References:
IV C Adult Development p 503
III C Long Term Goals p 285
IV B Self Esteem p 466
III B Stress p 234
III C Time and Energy Management p 284, 285
III A Work and Family p 169-171
III A Working Women p 284

I. BALANCING WORK AND PERSONAL LIFE

CONTENT (Adapt perspective and handout copy for non-parents as needed)
II B Framework for Parenting and Working p 65-76
II B Application of framework to work p 77-78
III A Understanding Multiple Roles of Work-Family Life... p 87-92 (WP I)
III A Priorities, Standards and Expectations p 107-111 (WF IV)
III A Family Lifestyles-Traditional or Egalitarian p 134-137 (WP I)
III A Role Myths about Women p 153-154 (WP I)

VISUAL
III A We-Me-They Circle p 174

HANDOUTS
II B1 Framework for Parenting and Working p 80-82
II B2 Applying Framework to Work p 83
III A2 Analyzing My Work-Family Balance (we-me-they) p 175 (WP I)
III A11 Family Assessment-Traditional or Egalitarian p 186 (WP VI)
III A21 Myth and Reality p 200-202 (WP I)
IV B9 Distinguishing between Reas. and Unreas. Demands p 475 (WP II)
IV B10 Alternatives to Shoulds p 476 (WP II)

ARTICLES
III B12 Managing a Dual-Employed Lifestyle p 249

II. PRODUCTIVITY AT HOME AND WORK

CONTENT (curriculum materials need to be adapted for non-parent audiences)
III A Interchangeable Roles:Strategies for Change p 94-105 (WP VI) (Time Record also in ID III)
III A Communication for Change p 139-147 (WF II)
III A Appro. to Encour. Role Expan. & Sharing p 148-149 (WP VI & WF IV)
III A Negotiation p 151 (WP VI & WF IV)
III C Delegation, Family Cooperation p 274-275 (WP VI)

HANDOUTS
III A5 Role Sharing Strategies p 179-180 (WP VI & WF IV)
III A7 Principles of Delegation p 181 (WP VI & WF IV)
III A12 Communication for Change p 187 (WF II)
III A13 Example: Communication for Change p 188-191 (WF II)
III A17 You TOO Can be a Negotiator p 196 (WP VI & WF IV)
III A18 Tips on Negotiation p 197 (WP VI & WF IV)
III A19 Negotiation Form p 198 (WP VI & WF IV)
III C17 The Art of Delegation p 312 (WP VI)
III C18 Blocks to Delegating Tasks p 313 (WP VI)

III. TIME AND ENERGY MANAGEMENT

CONTENT
III A Use of Time Record p 96 (ALSO in ID II)
III C Budgeting Time p 256-261
III C Prime Time p 262-263
III C Transition Time p 264-267
III C Time Saving Techniques p 268-271
III C Life Transitions & Time Management p 280-281 (WF II)

HANDOUTS
III A4 Time Record p 177-178
III C6 Personal Prime Time p 297
III C7 Ideas about Prime Time p 298
III C11 Time Management Hints p 301-302
III C12 Stretching Time Ideas p 303-305
III C13 Human Energy Saving Techniques p 306-307
III C15 Making Use of Bits of Time p 309

ARTICLES
III C1 It's time Women Learn to Manage p 287-288
III C2 Getting Organized: Selling the 25 hour Day p 289-290
III C3 How to Use Your Time Wisely p 291-293
III C4 How to Stop Wasting Time p 294-296
III C8 Re-entry Time Blends Family Mood p 299

IV. STRESS MANAGEMENT

CONTENT
III B Sources of Stress p 218-220
III B Stages of Stress p 221-222
III B Stress/Burnout/Overload p 223-228
III B Work-Family Stress p 229-230
III B Art of Relaxation p 231-232

HANDOUTS
III B1 Social Readjustment Rating Scale (SRRS) p 236
III B2 Family Inventory of Life Event (FILE) p 237-238
III B3 Personal and Family Stress Profiles p 239
III B4 Pinpoints of Common Stress Producers p 240
III B6 Getting a Handle on Stress and Distress p 243
III B7 Characteristics of Burnout p 244
III B8 Symptoms of Stress at Work and Home p 245
III B9 Twelve Point Planning Board Exercise p 246
III B10 Are You a Workaholic p 247
III B11 Situation Exercise (Jobs and Families) p 248
III B13 Positive Ways Partners Can Deal with Overload p 250
III B14 Art of Relaxation p 251-252

ARTICLES
III B5 Plain Talk About Stress p 241-242

V. EFFECTIVE COMMUNICATIONS

CONTENT (Adapt curriculum copy as needed for non-parent audiences)
IV A Family Communications p 377-379 (WF III)
IV A Communications Techniques to Reduce Conflict p 381-384 (WF III)

HANDOUTS
IV A10 Communicating p 415 (WF III)
IV A11 Guidelines for Effective Listening p 416-418 (WF III)
IV A12 Feedback p 419 (WF III)
IV A13 Hints on How to Communicate p 420 (WF III)
IV A14 Overview of Communication Skills p 421 (WF III)
V B27 Quality time/Quality Interactions p 653 (WP VIII)

VI. GOAL SETTING AND LIFE PLANNING

CONTENT
III C Saying No p 272-272
III D Long Term Goals p 330-333 (WF II)
III D Setting Priorities p 334-337
III A Social Support p 125-132 (WP I & WF VI)

HANDOUTS
III C23 Using Your Time (Past-Present-Future) p 325 (WF II)
III D2 How to Get Control of Your Life p 344 (WF II)
III D3 Planning Your Future p 345 (WF II)
III D4 Setting A Goal-What Do you Want to Do? p 346 (WF II)
III D5 Reaching a Goal-How Do I Get There p 347 (WF II)
III D7 Analyzing Priorities p 351
III D8 Goal Setting Contract p 352-353 (WF II)
III A9 My Social Support networks p 184 (WP I & WF VI)
III A10 Maintaining Social Supports...... p 185 (WP I & WF VI)

ARTICLES
III C16 The Rewards of Saying NO p 310-311
III D1 Goals Can Make Career More Than Just a Job p 343

VII. PROBLEM SOLVING AND DECISION MAKING

CONTENT
III D Creative Problem Solving and Decision Making p 338-339 (WF V)
III D Brainstorming p 340-341 (WF V)

HANDOUTS
III D9 Problem Solving Styles p 354 (WF V)
III D10 Steps in Creative Problem Solving p 355-356 (WF V)
III D11 Brainstorming - Suggestion Circle p 357 (WF V)
III D12 Problem Solving at Work p 358 (WF V)
IV A15 Seven Steps in Problem Solving p 422 (WF V)
IV A16 Confronting the Problem p 423 (WF V)
IV A17 Negotiation as Conflict Reducing Technique p 424 (WF V)
III A20 Conflicts that Need Adjustment p 199 (WF IV)
III A26 The Anger Process p 208 (WF V)
III A27 Belief Systems p 209 (WF V)
III A28 What Do We Do With Anger p 210 (WF V)

VIII. PERSONAL DEVELOPMENT AND SELF ESTEEM

CONTENT
III A Self Talk and Affirmations p 113-124 (WP II)
IV B Understanding Self Esteem p 449-453 (WF VI)
IV B Building Self Esteem p 454-455 (WF VI)
IV B Taking Responsibility for Our Own Well Being p 464-465 (WF VI)
IV C Individual Personality and Temperament p 487-489 (WF II)

HANDOUTS
III A7 Changing Our Self Talk p 182 (WP II)
III A8 Affirmations p 183 (WP II)
IV B1 Definition of Self Concept and Self Esteem p 467 (WF VI)
IV B2 Self Concept Leads to Self Esteem p 468 (WF VI)
IV B3 My Self Concept and Self Esteem p 469 (WF VI)
IV B4 Thinking High Pot and Low Pot p 470 (WP II & WF VI)
IV B5 Feeling Lovable and Capable p 471 (WF VI)
IV B6 Self Esteem Merry Go Round p 472 (WF VI)
IV B7 Suggestions for Getting Off Merry Go Round p 473 (WF VI)
IV B11 Ideas to Keep You Well p 477 (WP II)
V B19 Be Good to Yourself p 642

VOCATIONAL EDUCATION WORK & FAMILY SEMINARS

WORKING PARENT SERIES

These seminars help employees develop effective parenting skills. With these skills, their lives at home can be less stressful. And at work they can be more productive and less distracted by home-related concerns.

☐ **BALANCING WORK AND PARENTING**

This seminar helps employees look closely at how they are balancing working and parenting. With the skills gained in this seminar, employees can make better use of their time. This is a key seminar in demonstrating that you care about your employees' productivity and about their personal lives.

☐ **HANDLING GUILT AS A WORKING PARENT**

More than any other feeling, guilt keeps working parents from enjoying their families and concentrating on their work. They feel guilty about leaving children at the daycare, about missing important functions and more. After attending this seminar, they can challenge these negative feelings and take positive action.

☐ **CHILD SUPERVISION ISSUES**

Working parents want to know more about managing their children's out-of-school time. This seminar guides parents in choosing alternatives for children—from daycare to independent selfcare. Since a breakdown in child care is a key cause of employee absenteeism, this seminar can be a top priority for you.

☐ **PARENTING RESPONSIBILITIES**

There are myths about parenting that can sabotage the best efforts. Most parents today buy into some of them. This seminar guides employees in understanding these myths, in building self esteem in their children and in improving family communication.

☐ **FOSTERING CHILDREN'S DEVELOPMENT**

Parents continually ask us: "Is my child normal? And am I doing the right thing?" This seminar helps answer these basic and vital questions to relieve parental stress that hampers your employees. Parents learn about child development—from why a two year old says "NO" to why teens push the limits.

☐ **FAMILY COOPERATION AND ROLE SHARING**

This popular seminar is often called the "Business of Running a Family." It helps parents, either married or single, delegate and divide tasks and responsibilities effectively. Children learn responsibility and independence, reducing parental overload that causes stress in your employees.

☐ **GUIDING CHILDREN'S BEHAVIORS**

What is discipline and what is punishment? What actions and words are effective in helping children grow? This seminar helps your employees answer these questions and guide their children's behavior. In this seminar, parents can learn by recalling their own childhood.

☐ **SPENDING QUALITY TIME WITH CHILDREN**

Most working parents would trade in their most prized possession in exchange for time. They are squeezed for time. This seminar promotes the concept of quality ti build strong families. With stronger families, employees are freer to concentrate on their work.

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

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VOCATIONAL EDUCATION WORK & FAMILY SEMINARS

Participant Benefit Descriptions

WORKING PARENT SERIES

Seminars to help you develop effective parenting skills that enable you to combine work and family lifestyles.

☐ **BALANCING WORK AND PARENTING**
Learn to assess the many expectations and demands and to manage their impact on you and your family. You can laern to make choices and identify sources of support for your parenting role.

☐ **HANDLING GUILT AS A WORKING PARENT**
You can challenge guilt by exploring alternative attitudes for working parents. Learn to maintain a positive perspective and preserve your self esteem.

☐ **CHILD SUPERVISION ISSUES**
Take this opportunity to explore acceptable ways to manage your children's out-of-school time over the family life cycle. Learn ways to evaluate child care, communicate your concerns and help your children thrive and grow in independence.

☐ **PARENTING RESPONSIBILITIES**
Family communications and interactions are key ingredients to build self esteem in children. You can learn to examine parenting roles, sex role stereotyping and other issues facing the family.

☐ **FOSTERING CHILDREN'S DEVELOPMENT**
Do you want to understand children's development stages? This seminar helps you to determine appropriate expectations and positive parenting strategies.

☐ **FAMILY COOPERATION AND ROLE SHARING**
You can explore ways to develop responsibility and independence in your children. Learn negotiation and delegation strategies to share parenting tasks and prevent overload.

☐ **GUIDING CHILDREN'S BEHAVIORS**
Come and study the roles of discipline, punishment and guidance in determining your children's behaviors. Learn many basic principles and how they can apply to your children as they grow up.

☐ **SPENDING QUALITY TIME WITH CHILDREN**
You can explore ways to make the time you spend with your children top quality. This seminar provides the framework to assess values and identify ways to build strong families.

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WORKING PARENT SERIES

*(ID OR WF #) - materials also suggested in another series

Specific Audience Issues
- V C SINGLE PARENTING P 664-701
- V D STEP PARENTING P 702-717

References:

IV C Adult Development p 503
V B Child Sexual Assualt p 602
For Children p 602
V B Fathers p 598
For Children p 599
V B Guiding Behaviors p 595
For Children p 596
IV B Guilt p 466
III C Long Term Goals p 285
IV A and V A Parenting p 396, p 537
For Children p 397, p 538
IV B and V B Self Esteem p 466, p 602
For Children p 597
V B Sex Information and Education p 601
For Children and Teens p 600
V C Single Parents p 686
For Children p 691
III B Stress p 234
For Children p 235
III C Time and Energy Management p 284, p 285
II A and III A and VI Work and Family p 23, p 167-171, p 718-725
For Children: Roles p 171-172
III C Working Mothers p 284

I. BALANCING WORK AND PARENTING

CONTENT
I A look at Who are Minnesota Employed Parents p 6
II A Overview of work-family concerns, choices and lifestyles p 11-14
II A Sources of Support in Managing the Work-Family Lifestyle p 16-20
III A Understanding Multiple Roles of Work-Family Life... p 87-92 (ID I)
III A Role Myths about Women p 153-154 (ID I)
III A Supermom p 156-162
III A Special Role Issues for Fathers p 167-168
III C Flextime and Scheduling p 282-283
III A Family Lifestyles - Traditional or Egalitarian p 134-137 (ID I)
IV A Family Life Cycle p 393-394 (WF II)
III A Social Supports p 125-132 (ID VI & WF VI)

HANDOUTS
II A1 Reasonns Why People Work p 24
II A3 What Sources of Support are Available p 26-27
III A2 Analyze My Work/Family Balance p 175 (ID I)
III A22 Scaling Down: Strategies for SuperMom p 203-204
III A23 Credo for Recovering SuperMom p 205
III A31 Hurdles Men Encounter p 214
III A32 Exploring My Fathering Role p 215
III A9 Social Support Networks p 184 (ID VI & WF VI)
III A10 Maintaining Social Supports p 185 (ID VI & WF VI)

VISUALS
III A1 We-Me-They p 174 (ID I)

ARTICLES
II A2 Lovestruck Laborer Changes Habits p 25
II A4 Corporations and Child Care p 28
II A6 Working Mothers Attitudes Hard for Employers to Take p 31
II A7 Questionaire Questions about Working Parents and Children p 32
Excerpts from General Mills Survey p 33-45
II A8 How is Work Affecting American Families p 46-49
II A9 How is Work Affecting American Families -Followup p 50-55
II A10 Conflicts between Work and Family Life p 56-59
III A24 I Want a Wife p 206
III A25 In DESPITE of Children p 207
III C24 Scorecard on Flextime p 326
III D6 Something's Got to Give p 348-350

II. HANDLING GUILT AS A WORKING PARENT

CONTENT
III A Self Talk and Affirmations p 113-124 (ID VIII)
IV A Exploring Family Values, Goals, and Rules p 371-373 (WF I)
IV A Traditional Vs New Breed Paresnts p 375-376
IV B Handling Guilt p 457-461
IV B Consider One's Rights and Oblig. as Parent & Employee p 462-463

HANDOUTS
III A7 Changing Our Self Talk p 182 (ID VIII)
III A8 Affirmations p 183 (ID VIII)
IV A8 Family Rules p 408
IV A9 Overview General Mills Study p 409-414
IV B15 Bill of Rights for Parents p 483
IV B8 Some of the Things You May Feel Guilty About p 474
IV B9 Disting. Between Reas. and Unreas. Demands p 475 (ID I)
IV B10 Alternatives to Shoulds p 476 (ID I)
IV B11 Ideas to Keep You Well p 477 (ID VIII)
IV B12 Feelings of Guilt p 478-481
IV B4 Thinking High Pot/Low Pot p 470 (ID VIII)

ARTICLES
IV B16 What's Your Hurry p 484

III. CHILD SUPERVISION ISSUES

CONTENT
V A Need for and Impact of Day Care p 521-523
V A Choose Quality Child Care p 525-529
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V A Communication with Care Provider p 533-535

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VOCATIONAL EDUCATION WORK & FAMILY SEMINARS

WORK AND FAMILY SERIES

These seminars focus on interpersonal skills, those skills that strengthen your employees' quality of life and make them better employees.

☐ **STRENGTHENING FAMILY RELATIONSHIPS**
With a supportive family, employees are more relaxed and more effective at work. This seminar helps employees assess individual roles, family activities and traditions. It guides them in developing strategies to strengthen their families.

☐ **ANTICIPATING AND MANAGING CHANGE**
Change is a part of all our lives throughout the life span. This seminar helps your employees plan for changes, deal with accompanying stress, and work toward goals with a minimum of impact on their work.

☐ **COMMUNICATION IN RELATIONSHIPS**
This seminar helps employees listen so others will talk—and talk so others will listen. With good communication skills, employees can develop better relationships in both the personal and work arena.

☐ **GETTING THINGS DONE**
It may sound like a simple topic, but because it's so practical, it's one of the most popular in this series. It guides employees in prioritizing tasks, managing time, and delegating responsibilities. These skills are useful in both work and personal life.

☐ **TEAM BUILDING AT HOME AND WORK**
This seminar helps employees gain skills in proven management techniques to use at home and at work. They learn steps in solving problems, managing conflict, holding effective meetings and more.

☐ **FOSTERING SELF ESTEEM**
Perhaps the single best barometer of one's business is his/her feelings of self worth. This seminar offers helpful clues in the development of healthy self-esteem. With a better understanding, employees can bolster their own self esteem and help develop it in the people they live and work with.

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

Adapted with permission of the Minnesota Vocational Education Work and Family Institute

VOCATIONAL EDUCATION WORK & FAMILY SEMINARS

Participant Benefit Descriptions

WORK AND FAMILY SERIES

Seminars to help you build interpersonal skills and to strengthen your quality of life at work and at home.

☐ **STRENGTHENING FAMILY RELATIONSHIPS**
You can explore family roles, activities and traditions that strengthen family relationships. Having a supportive family can make you more productive at work and at home.

☐ **ANTICIPATING AND MANAGING CHANGE**
Is your life always changing? Do you need help in dealing with the accompanying stress? This seminar helps you explore life's transitions and develop coping strategies.

☐ **COMMUNICATION IN RELATIONSHIPS**
Come and learn more effective listening and speaking skills for effective communication. Relationships can be improved in your personal and work arenas.

☐ **GETTING THINGS DONE**
You can explore ways to negotiate roles, delegate responsibility and promote cooperation in your life. Make your life easier by learning to prioritize tasks and adjust standards.

☐ **TEAM BUILDING AT HOME AND WORK**
Would you like to identify concerns and make decisions with a minimum of conflict? In this seminar you can explore ways to resolve problems and build a team spirit at home and at work.

☐ **FOSTERING SELF ESTEEM**
In this seminar you can learn strategies to build self esteem in yourself and others. You can help persons you live and work with to develop healthy attitudes that will enable them to reach their full potential.

Adapted with permission of the Minnesota Vocational Education Work and Family Institute

WORK AND FAMILY SERIES

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APPENDIX E

FACILITATION FORMS

1) Information Worksheet
2) Program Proposal
3) Needs Assessment Forms
4) Seminar Contracts
5) Seminar Titles
6) Promotional copy
7) Directional Signs
8) Evaluation Forms
9) Thank You Letter

VOCATIONAL EDUCATION: WORK AND FAMILY INSTITUTE

Business ____

Address ____

Directions ____

____

Telephone No. ________________________

Contact Person

____

Needs ____

____

____

Type of Employees ____

____

____

____

Topics they are interested in ____

____

____

____

____

Cost ____________________________

Dates and Times ____

Instructor to do seminars ____

PROPOSAL COVER LETTER

(date)

(name)
(department)
(company)
(address)
(city)

Dear (name):

Enclosed is the proposal for Work and Family Seminars we discussed on (date). The proposal includes seminar descriptions illustrating the benefits of this worksite education.

I look forward to working with you and (company) as partners in education. If you have any questions, please feel free to call me at (phone #).

Sincerely,

(your name)
(title)

Enclosure

PROPOSAL FOR BROWN BAG SEMINARS

AT
(COMPANY NAME)

WORKING PARENT SERIES

This series focuses on the working parent's efforts to develop effective parenting skills. These skills will enable the balancing of work and family while guiding children's development and remaining a productive employee.

BALANCING WORK AND PARENTING

Is it difficult to be "everything to everybody"? This session can help you identify work and family issues causing stress. You can assess society's expectations and demands on the family and explore ways to respond. You can discover what sources of support are available to working families and how to utilize these support systems.

Topics covered include:
...work and family conflicts
...sources of support

GUIDING CHILDREN'S BEHAVIORS

Do you need help in knowing how to manage you children's behavior? Come and learn to distinguish between discipline and punishment and how each can be used to alter behavior. You can explore the role of positive guidance in helping children develop healthier attitudes about themselves.

Topics covered include:
...style of discipline
...parental attitudes

FOSTERING CHILDREN'S DEVELOPMENT

Do you understand what to expect of your child at any age? This session will help you learn to understand stages in your children's development and determine appropriate expectations. The group will also explore children's needs for affirmation and how to avoid abuse and neglect.

Topics covered include:
...developmental stages of children
...self esteem in children

INTEREST SURVEY

BALANCING WORK AND FAMILY EDUCATION

Which best describes your household? (check one or more)

______all adults
______adult/s with young children   Ages:________________
______adult/s with teen children   Ages:________________

Would you able to extend your workday by 1/2 hour for seminars offered at the end of one shift and beginning of another?

______yes   ______no

How frequently would you prefer seminars to be offered (check one)

______weekly   ______every other week   ______monthly

Which topics would you be interested in attending?

______Balancing Working and Parenting
______Time and Energy Management at Home and Work
______Handling Guilt as a Working Parent
______Spending Quality Time with Children
______Guiding Children's Behavior
______Fostering Children's Development
______Making the Most of Child Care Arrangements
______Parenting Responsibilities
______Talking with Teen
______Single Parenting Issues
______Building Self Esteem for Family Members
______Stress Management and Social Support Systems
______Role Sharing with Family Members

Work Assignment: Shift____

Department____

Please complete and return to In-Service Department

INTEREST INDICATOR

FOR
BALANCING WORK AND PERSONAL LIFE EDUCATION

Which best describes your household? (check one or more)

______all adult
______adult/s with young children - Ages:______________
______adult/s with teen children - Ages: ______________

When you you in interested in educational offerings?

______noontime
______during workday
______end of workday
______beginning of workday
______evenings / saturdays
______other:________________________

Under what terms would you be willing to attend education offerings:

______during work hours with fee
______during work hours without fee
______on my own time without fee
______on my own time with fee

Which topics interest you the most? (Prioritize your choices with X = most interested and 0 = somewhat interested)

______Time and Energy Management
______Stress Management and Coping
______Personal Development and Self Esteem
______Managing Work/Family Roles
______Goal Setting and Problem Solving
______Effective Communications
______Handling Guilt
______Guiding Children's Behavior
______Fostering Children's Development
______Sharing Parenting
______Single Parenting
______The Couple Relationship
______Family Communications

CONTRACT COVER LETTER

(date)

(name)
(department)
(company)
(address)
(city)

Dear (name):

I look forward to working with you and (company) employees in the Work and Family Seminars at the worksite.

Enclosed you will find a contract outlining the programs that we talked about on (date/s). Fee information is included. An invoice will be sent after the seminars are completed.

Please sign the original and return in the envelope provided. You may keep the copy for you information.

Sincerely,

(your name)
(title)

Enclosure

CONTRACT WITH: ______________________________

____

____

____

(School) agrees to provide the following Work and Family Seminars:

Series: ______________________________

Place: ______________________________

Topic: ______________________________

Date/Time: ______________________________

Topic: ______________________________

Date/Time: ______________________________

Topic: ______________________________

Date/Time: ______________________________

Topic: ______________________________

Date/Time: ______________________________

Total Fee: ____________

(client company) may be cited as a client for our educational services in state reports and/or promotional literature.

Signed: ______________________________ Date: ____________
(client company)

Signed: ______________________________ Date: ____________
(school)

General Contract Template

CONTRACT NO. ____________

AGREEMENT TO INSTRUCT
AN
EDUCATIONAL EXTENSION WORKSHOP

____

FOR

____

Example

Workshop Length ____________

Location ____________

Date ____________

Cost:

- a. Tuition ____________
- b. Travel/Meals/Rooms ____________
- c. Supplies/Equipment/Rentals ____________
- d. Secretarial/Reprographic/Registration ____________
- e. Participant Meals/Coffee/Rolls ____________
- f. Advertising/Direct Mail Services ____________
- g. Other Expenses ____________

Total Amount ____________

______________________	______________________
Purchasing Agency Representative	Extension Program Planner
______________________	______________________
Date	Date

______________________ ______________________

Extension Division Coordinator Date

AGREEMENT TO INSTRUCT
an
Extension Division Course

Course Length:

Location:

Dates and Time:

Number of Participants:

Materials: Handouts will be provided by the VTAE $_____.__

Costs:

$_____.__

$_____.__

Supplies: $_____.__

Total Amount Due: $_____.__

______________________ ______________________ __________
Date

______________________ ______________________ __________
Date

Below are some examples of course titles that have been developed which are both benefit oriented and appealing. Use creative titles as examples when you are marketing seminars, preparing company literature and in newspapers, radio and other advertising.

SUBJECT	SEMINAR TITLE
Concerns of Dual Employed Families	Balancing Work and Family - A Framework
	Dual Career Families: Balancing Work and Personal Life
Family Life Cycle	Life Stages: Your progression.
Change	There is Nothing Permanent Except Change
Enhancing Personal Relationships	Make the Most of Your Life - Don't Settle for Less
Family Relationships	Relationships: A Family Affair
	Changes Influencing Family Life
	Having a Working Parent - The Child's View
Parenting Techniques	Parenting and the Parent-Child Relationship
Values	Assessment of Family Goals and Values
	Managing Your Career and Personal Values
Communications	What I Meant was....(Communication skills)
Problem Solving	Creative Problem Solving at Home and Work
Self Esteem	Feeling Good About Yourself
	Self Esteem - The Crucial Ingredient for Working Parent Success
Stress Management	Coping with Stress
	Stress Management Skills
Time Managment	It's Your Time - Manage It

VOCATIONAL EDUCATION WORK AND FAMILY SEMINARS
East Grand Forks AVTI Extension Division
Work and Family Institute
Columbia Mall

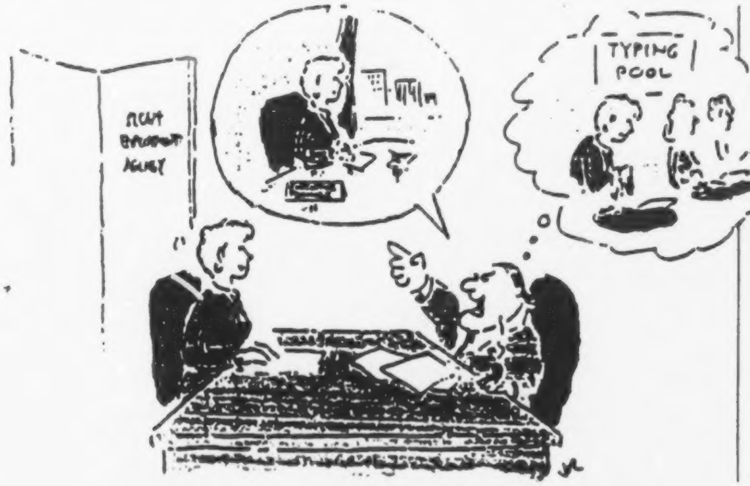
AVTI East Grand Forks

Vocational Education Work and Family Institute

STRESS MANAGEMENT AT HOME AND WORK

TOPICS:

- **DEFINE** stress and recognize its value
- **ASSESS** your stress level
- **LISTEN** to "Second Wind" by Billy Joel and relate to topic of stress management
- **PINPOINT** your stress
- **LEARN** methods to manage stress productively



WHEN: Wednesday May 20
TIME: 4-5:15 p.m.
PLACE: Columbia Mall Community Room

In this seminar, employees can rate the stress in their lives and learn effective coping skills.

PRE-REGISTRATION/PRE-PAYMENT REQUIRED

To register, contact Joan Schlegel, Columbia Mall, 746-7383; or call the East Grand [illegible] before the May 1st deadline.

Vocational Education Work and Family Institute

VTAE Wisconsin Technical Colleges
Employers and Families: A Partnership in Productivity

Adapted with permission of the Minnesota Vocational Education Work and Family Institute

VOCATIONAL EDUCATION WORK AND FAMILY SEMINARS
East Grand Forks AVTI Extension Division
Work and Family Institute
Columbia Mall

avti
East Grand Forks

PROBLEM SOLVING AND DECISION-MAKING

ASSESS your problem-solving style.

LEARN & APPLY new skills to genuine work-life events that require problem solving.

EXPLORE childhood memories of problems, ways the problems were handled and feelings involved in the conflict situtations.

LEARN the principles of mutual conflict resolution and steps to resolve conflict.

WHEN: **Monday, May 11**
TIME: **4-5:15 p.m.**
PLACE: **Columbia Mall Community Room**

This seminar helps employees assess their problem-solving and decision-making styles and apply new skills. Conflicts at work and home often diminish.

PRE-REGISTRATION/PRE-PAYMENT REQUIRED

To register, contact Joan Schlegel, Columbia Mall, 746-7383; or call the East Grand Forks AVTI and ask for Caryn or Betty at 773-3441 before the May 1st deadline.

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

Adapted with permission of the Minnesota Vocational Education Work and Family Institute

At a noontime seminar. . .

It's tough listening to my 2 year old say NO all the time. — Do you know how I feel?
YES!

"Information and sharing, that's what I get out of the seminars." A WORKING PARENT

Did this cartoon bring a smile? It's based on the enjoyable and informative noon-time seminars that happen within walking distance of your office. Last year hundreds of working parents attended. If you attend this year, you too can feel more confident as a parent and more comfortable at work.

Managed By St. Paul Public Schools

Our seminars are led by licensed Parent Educators, all part of the St. Paul Public School district. They bring straight, expert information to you about child development. They help you develop strategies to effectively manage the stresses of work and family. You'll learn about:

- What's appropriate at what age
- Avoiding power struggles with your kids
- Making time for yourself
- Helping siblings [illegible]
- Communicating with your child-care provider
- How to say NO
- Listening so kids will talk

Working Parents Say

"Last week, after the seminar, I went back to work so refreshed."

"I knew I'd have to miss two seminars, but I signed up any way. This year I won't miss any."

"I learned that 99% of the stuff my child does is normal. That's great news."

"I'm a single parent, and the help and ideas I get from other single parents is just what I needed."

Enrollment Is Limited

Register now for 10 noon time seminars beginning the week of September 22. Cost is only $20, and scholarships are available. Select the age group that fits your needs and a location that is most convenient to register call: 223-5522.

Seminars Beginning Week of Sept. 22

LOCATION: CITY HALL ~~ROOM 150~~ Annex 100

Tuesdays 11:15-12:00 Single Parents
Tuesdays 12:15-1:00 School Age
Wednesdays 12:15-1:00 Fathering In The 80's

LOCATION: CONWED TOWER, SUITE 615

Mondays 11:15-12:00 Infants and Toddlers
Mondays 12:15-1:00 3 to 5 Year Olds
Tuesdays 12:00-12:45 13 to 18 Year Olds
Wednesdays 12:00-12:45 6 to 12 Year Olds
Thursdays 12:00-12:45 Blended Families

LOCATION: LANDMARK CENTER, ROOM 407

Wednesdays 11:15-12:00 Infants and Toddlers
Wednesdays 12:15-1:00 3 to 5 Year Olds

LOCATION: FEDERAL BUILDING, ROOM 174

Mondays 11:15-12:00 3 to 5 Year Olds
Mondays 12:15-1:00 Single Parents

LOCATION: YMCA BOARD ROOM

Wednesdays 11:15-12:00 Infants and Toddlers
Wednesdays 12:15-1:00 3 to 5 Year Olds

Downtown St. Paul's
Working P
Resource C
with 5 Seminar sites
• 615 CONWED TOWERS
444 CEDAR STREET • ST. PAUL, MN. 55101
Phone: 223-5522

VTAE Wisconsin Technical Colleges
Employers and Families: A Partnership in Productivity
Adapted with permission of the Minnesota Vocational Education Work and Family Institute

SALLY FORTH
by Greg Howard
GUILT
guilt
UILT
OKAY! OKAY! WE WON'T HAVE HOT DOGS... I'LL GET UP AND FIX THE POT ROAST!
howard
1-8

UNICARE HEALTH INC PRESENTS:

FEELING GOOD ABOUT YOURSELF

IN A WORLD FULL OF
- *DEMANDS
- *CONFLICTS
- *PROBLEMS

WEDNESDAY, JANUARY 13,
9 A.M - 12 NOON

DO YOU NEED TO BE EVERYTHING TO EVERYBODY?

LEARN HOW TO:
- -FEEL GOOD ABOUT YOURSELF
- -BALANCE DEMANDS OF WORK AND HOME LIFE
- -HANDLE GUILT FEELINGS

COME TO THE FREE WORK AND FAMILY SEMINAR - REGISTER NOW

WEDNESDAY, JANUARY 13, 9 A.M. - 12 NOON
BROOKSIDE - GOLDEN VALLEY COMMUNITY CENTER

SPACE IS LIMITED - SIGN UP WITH YOUR STAFF DEVELOPMENT COORDINATOR

SPONSORED BY UNICARE HEALTH INC - PROVIDED BY HENNEPIN TECHNICAL

----TEAR OFF-----REGISTRATION FORM-----TEAR OFF-----REGISTRATION FORM---------

NAME______________________________ FACILITY____________________________

SOCIAL SECURITY #____________________ POSITION____________________________

SO THAT THE INSTRUCTORS MAY PLAN THE MOST EFFECTIVE SESSION, PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

DO YOU WORK FULL TIME________ OR PART TIME________

WHICH BEST DESCRIBES YOUR HOUSEHOLD: 882 ________ ALL ADULTS
________ CHILDREN UNDER
________ CHILDREN OVER 10

FEELING GOOD ABOUT YOURSELF
1/13

SEMINAR

TOPIC:

PLACE:

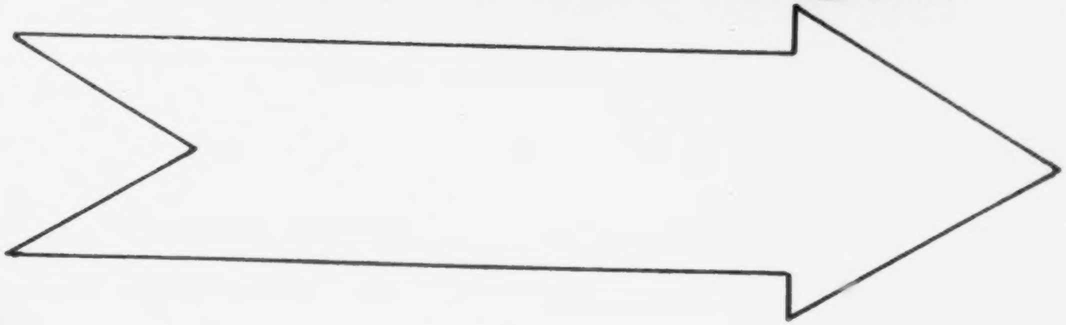
DATE:

TIME:

TEACHER/CREDENTIALS

WHO SHOULD ATTEND?

Work & Family Seminar



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Vocational Education Work and Family Institute

Work & Family Seminar

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SEMINAR FEEDBACK

Please react to this BALANCING WORK AND FAMILY LIFESTYLES seminar by checking the boxes below. Comments welcome.

	excellent	good	fair	poor
1. Seminar information	☐	☐	☐	☐
Comments				
2. Seminar presentation	☐	☐	☐	☐
Comments				
3. Handout information	☐	☐	☐	☐
Comments				

What topics do you think would be most useful to you:

Time management	☐	
Role sharing	☐	
Self esteem	☐	
Stress management	☐	
Parenting	☐	Age of children___________
Family communications	☐	
Problem solving	☐	
Children's behavior	☐	
Children's development	☐	
Personal relationships	☐	

EVALUATION FORM

WORK AND FAMILY SEMINARS
INDIVIDUAL DEVELOPMENT SERIES

Please evaluate the seminar by checking a rating for each aspect. (4 is highest and 1 is lowest)

	excellent 4	good 3	fair 2	poor 2
INSTRUCTOR				
INFORMATION				

COMMENTS: ____

____

How will you benefit from this seminar at work: __________

____

____

How will you benefit from this seminar at home:

____

____

What other topics would you find useful:

____

____

EVALUATION FORM

BALANCING WORK / FAMILY SEMINARS

Evaluation Form - Working Parent Series

Please rate the seminars you attended by checking a rating.
(4 is highest, 1 is lowest)

Comments and suggestions are appreciated.

	Excellent 4	Good 3	Fair 2	Poor 1
Instructor				
Information				
Printed Material				

COMMENTS: ____________________

____

	Excellent 4	Good 3	Fair 2	Poor 1
Instructor				
Information				
Printed Material				

COMMENTS: ____________________

____

	Excellent 4	Good 3	Fair 2	Poor 1
Instructor				
Information				
Printed Materials				

COMMENTS: ____________________

THANK YOU LETTER

(date)

(name)
(department)
(company)
(address)
(city)

Dear (name):

Thank for the opportunity to provide work and family education to your employees at the worksite.

Enclosed is a copy of the evaluation summary. It is apparent at (instructor name) was well received and she is representative of our quality instructors.

I appreciate your willingness to comment favorably on our seminars when the opportunity presents itself. Thanks again for your cooperation.

Sincerely,

(your name)
(title)

Enclosures

cc: (instructor)

APPENDIX F

INSTRUCTOR MANAGEMENT

1) Instructor Guidebook

2) Instructor Agreements
    - -Understandings
    - -Commitment

PRESENTING WORK AND FAMILY SEMINARS

. . . a guide for instructors

Vocational Education Work and Family Institute

Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

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PRESENTING WORK AND FAMILY SEMINARS

A GUIDE FOR INSTRUCTORS

(A Master Copy For Coordinators to Duplicate and Review
With New Instructors.)

By Annette Dowdy
Work and Family Seminar Coordinator

with thanks to Betty Craig
Work and Family Institute Consultant

Project funded under the Minnesota State Board of Vocational Technical Education Instructional Services Unit, St. Paul, Minnesota
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Appropriated by P.L. 98-524 of the Carl D. Perkins
Vocational Education Act

Guide prepared under the direction of
Betty Gerlach
Dakota County Area Vocational Technical Institute
Adult Extension
1300 145th Street East
Rosemount, Minnesota 55068

Work and Family Seminars are conducted by local Area Vocational Technical Institute Adult Extension Departments.

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Nannette Hoppe, Ed.D.
Associate Dean
Family & Service Occupations
Northeast Wisconsin Technical College
Green Bay, WI - 414-498-5658

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Wisconsin Technical Colleges

Employers and Families: A Partnership in Productivity

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VOCATIONAL EDUCATION WORK AND FAMILY INSTITUTE PERSONNEL

Local VTAE Work and Family Coordinator

Local AVTI Coordinator's Secretary

WELCOME

Dear Instructor:

Thank you for being a part of the Vocational Education Work and Family Institute. Our seminars are expanding because of your outstanding performance as instructors.

When you have a clear understanding of the audience's expectations based on marketing promises, your time and talents will assure our program's continued success with the business community.

We hope this Instructor's Guide will be useful in giving direction and clarifying procedures for presenting Work and Family Institute Seminars.

BACKGROUND INFORMATION

The following printed materials, available from your local VTAE , will be useful in helping you understand the Vocational Education Work and Family Institute's mission, history, and marketing strategies:

Work and Family Seminars (Brochure)
Vocational Education Work and Family Institute Report
Work and Family Seminar Topics

PROGRAM FOCUS

A primary objective of the Minnesota Vocational Education Work and Family Institute is to provide education to employees in the private and the public sector. Work and Family Seminars are courses offered at the workplace or in the community. Through the seminars, persons learn skills and gain insights which help them balance work, personal and family lifestyles.

The seminars often help...
- reduce job anxiety associated with work and family concerns
- promote a supportive atmosphere among employees
- create a sense of loyalty toward the company

Employers most often provide these seminars during the workday and at little or no cost to the individual.

CURRICULUM RESOURCES

Curriculums developed as resource materials for these seminars are:

- Balancing Work and Family (2 volumes)
- Parenting the Elementary School Child
- Single Parenting
- Fathering
- New Parents
- We're Opting for Wellness
- Building Strong Families
- Families After Trama
- Adults in Transition
- Parenting With a Global Perspective

*Your local coordinator has a listing of other family life curriculums available.

QUALITIES OF INSTRUCTORS

Work and Family Seminar Instructors who will be competing with top notch private and industry consultants must be an effective presenter. Important qualities include being:

- professional in appearance and manner
- sensitive, caring and empathetic
- flexible
- creative
- confident
- assertive
- responsible

SKILLS OF INSTRUCTORS

Business and industry expect professional quality seminars. Work and Family Seminar presenters need to be skilled as a:

- competent speaker
- responsive listener
- humorous entertainer
- group facilitator
- knowledgeable instructor

CHARACTERISTICS OF ADULT LEARNERS

Work and Family Seminar Instructors need to be aware of the following concepts that should impact on presentation strategies: (please consider carefully)

- Learning is most effective when the learner is actively involved in the learning situation. Activities and interaction are vital.

- An effective learning situation requires recognition of and provisions for the needs of the learner. Lesson plan, format, breaks, etc., may need to be changed in response to concerns expressed by participants.
- Learning is influenced by the individual's past experiences, attitudes and values. Previous learning may interfere with new learning.
- Learning is most effective in a threat-free environment. Rights of privacy and mutual respect need to be emphasized at the beginning of a session.
- Learners need to have a sense of mutual respect and perceive one another and the instructor as resources for learning. Nonjudgmental sharing should be encouraged.
- Learning is most effective when the instructor is a facilitator guiding the process.
- Learning will vary by individual differences.
- Learning will be most useful if it can be applied immediately to new situations, put into practice, and reinforced. Examples, practice, and feedback are important.
- Learning is most effective when the pace and style is varied.
- Learning is voluntary and motivated by perceived needs.
- Learning is enhanced by the variety of attitudes and values of the group.

GUIDELINES FOR SEMINARS

I. PREPARATION

A. Review the audience, seminar setting, marketing agreements, topic assignment, constraints of other education being provided, etc. (See INSTRUCTOR INFORMATION FORM)

B. Identify applicable information from Work and Family Curriculums and/or personal resources.

C. Outline seminar content and strategy. Strategies and methods of instructor vary depending on total time same group of participants are in session(s) on related topics. (See percentages)

Instructor is:	1-2 hr independent seminar	3-4 hr. related seminars for same audience	5 hrs. or more of continuing seminars
Speaker (lectures, gives information)	70%	55%	40%
Educator (gets learner involved by providing activity that personalizes information)	20%	25%	30%
Group facilitator (guides participants in group experiences for shared learning)	10%	20%	30%

II. SEMINAR FORMAT

A. Opening
- -introductions (as appropriate to size of audience and situation)
- -clarify objectives of session
- -define parameters of confidentiality
- -encourage participation

B. Identify and Overview Issue (content)

C. Demonstrate Relevance to Personal Life (group activities and instruments)

D. Review Content

(repeat B, C, D, as many times as appropriate)

E. Closing
- -review content
- -invite questions
- -request feedback on evaluation forms
- -credit to VTAE , Company, Work Family Institute
- -certificates given (if used)

III. PRESENTATION STRATEGIES

A. Speaker Strategies
- -Arrive at location 20 minutes before participants.

-Set up room and check equipment. (check arrangements in advance with VTAE coordinator and/or worksite representative)
-Capture participants' interest early with key information or activity.
-Entertain audience with humor.
-Share personal experiences when appropriate.
-Begin and end seminar on time.
-Expand the topic in direction that you feel most competent and have most resources with prior consent of AVTI coordinator.

B. Educator Strategies
-Remind participants that this is their seminar and their enthusiastic participation is important.
-Provide participants with overview of seminar content and professional quality visuals and printed materials. (See Seminar Supports)
-Plan activities that personalizes seminar content for the individual.
-Encourage feedback by starting with own example. (Ideal leader begins to lead, gives way to participants' input and then recovers lead with summary.)
-Plan activity to recall something non-threatening in one's life (past, present, or future)

C. Group Facilitation Strategies
-Plan activities that promote group interaction.
-Arrange interaction with more than one other person in group if possible.
-Plan activity to learn something about others in group.
-Allow sharing of information learned in diads, triads, etc., with larger group.

IV. SEMINAR SUPPORTS

A. Visuals and printed instruments and/or activities are important to information transfer and retention.

Participants retain:
20% of what they hear
30% of what they see
50% of what they hear and see
90% of what they do

B. Handout Materials should:
-overview information promised
-summarize content highlights
-provide space for notetaking

-reinforce spoken word to increase retention
-provide means to personalize information

Handouts should contain __ sheets (back & front) per hour of seminar.

Use only handouts that are vital and relevant to presentation. There is a high correlation between instructor's attitude toward value of printed material and that of participants.

Limit in-depth printed matter or extensive references as assignment materials, except when a long series is being provided.

Handout cover sheet should bear Work and Family Institute Logo, Local School Logo, and the name and address of local VTAE coordinator.

Handout copy from the Work and Family Curriculum should bear appropriate logo. Material from the personal resources of the instructor may be used with coordinator's consent.

PROCEDURES AND POLICIES
(to be completed by Local VTAE)

I. EQUIPMENT

Check with local VTAE coordinator regarding availability of audio visual equipment (allow __ days).

Coordinator
Comments:____

II. SUPPLIES AND MATERIALS

Local VTAE coordinator can provide the following upon request:
-nametags
-felt pens
-pencils
-overhead transparencies
 copy can be reproduced (allow __ days) (check with local coordinator)
-transparency markers
-flip chart pads
-felt markers
-chalk
-handout copy prepared (allow __ days) (check with local coordinator)

-handout copy reproduced (allow __ days) (check with local coordinator)

Coordinator
Comments:____

III. REGISTRATION AND EVALUATION

Local VTAE coordinator will provide any sign-up sheets, class lists or registration materials needed.

Local VTAE coordinator will provide evaluation or feedback forms. Participants should be encouraged to complete these forms at the end of session or series. Please return the completed forms to your local AVTI coordinator. Your observations of the seminar will help the coordinator plan feedback to be shared with the worksite representative. Feedback on identified needs of the seminar participants will also be helpful for future planning.

Coordinator
Comments:____

IV. FACILITY ARRANGEMENTS

Check with local VTAE coordinator regarding seminar location and set up arrangements for the room. Remember to leave the room as you found it.

Ascertain conditions and expectations for smoking and/or refreshments. Check with VTAE coordinator and/or worksite representative in advance and clarify expectations with group.

Coordinator
Comments:____

V. CANCELLATIONS

Instructors are expected to conduct the seminar(s) on the prearranged date(s). If you are unable to conduct the seminar(s) as contracted, please notify the Local VTAE Coordinator as soon as possible so that a replacement instructor can be located.

Seminars which have insufficient enrollment may be cancelled. If cancellation occurs, instructors will be notified prior to the first seminar session.

Cancellations due to weather or other anticipated factors will be as follows:

Coordinator
Comments:____

VI. EMPLOYMENT CONDITIONS

(complete blanks and circle appropriate terms)

As an instructor for_________________________________the
(school)

payscale is______________

You (will) (will not) be compensated for mileage.

You (need to) (need not) sign a contract in advance of seminar. (see attached copy)

You (need to) (need not) return signed (invoice) (timesheet) after completing the assignment. (see attached copy)

You will be paid (in one payment after seminar(s) (after each presentation)

You (need to) (need not) complete the INSTRUCTOR FEEDBACK FORM after completing the assignment.

IMPORTANT REMINDER: When you are employed as a Vocational Education Work and Family Institute Seminar Instructor, you may not promote your services individually or that of any other organization. Remember, you are representing the Vocational Education Work and Family Institute and Local VTAE that hired you. Also, sale of items is especially prohibited without prior consent of the Vocational Education Work and Family Institute Statewide Project Coordinator.

Coordinator
Comments:____

____

____

INSTRUCTOR INFORMATION FORM
(to be completed by local VTAE coordinator for instructor)

Date________________Time________Topic________________________

Date________________Time________Topic________________________

Date________________Time________Topic________________________

Company or Agency____

Type of Business____

Seminar Location____

Room Arrangement____

Equipment Available____

Worksite Representative________________________Phone__________

Estimated number of participants___(same audience for series)
(changing audience)

Demographics of expected audience_____________________________

____

Specific company rationale for presenting seminars__________

____

How topics were determined____________________________________

Seminar committment from:
Employer: time__ financial__ Employee: time__ financial__

Related education in past_____________________________________

____

Planned education in the future_______________________________

____

Other topics in series:

Date_____________Topic____

Date_____________Topic____

Other suggestions/information_________________________________

____

90

SEMINAR PROGRESS CHECK SHEET

(for Coordinator)

Date________________Time______Topic_________________________

Company or Agency____

Location____

Worksite Representative____________________Phone____________

VTAE COORDINATOR: INSTRUCTOR:

________________________________ ___________________________

Phone_______________ Phone___________

____Client Contract Sent
____Client Contract Received
____Instructor Contract Sent
____Instructor Contract Received
____Instructor Information Form Sent
____Facility Arrangements Made
____Content Approved
____Equipment Arranged

____Handout Copy Received
____Transparency Copy Received
____Transparencies Prepared
____Handouts Prepared
____Supplies Obtained
____Seminar Needs Delivered
____Instructor Invoice Prepared
____Client Billed
____Instructor Invoice Received
____Instructor Invoice Paid
____Instructor Feedback Form Received
____Evaluations Summarized
____Evaluation Summary to Instructor
____Evaluation Summary to Worksite Rep.

SEMINAR PROGRESS CHECK SHEET
(for Instructor)

Date________________Time______Topic________________________

Company or Agency_______________________________________

Location____

Worksite Representative____________________Phone__________

VTAE COORDINATOR: INSTRUCTOR:

______________________________ ________________________

Phone_______________ Phone________________

____Instructor Contract Received
____Instructor Contract Returned
____Instructor Information Form Received

____Content Clarified
____Equipment Requested (days)
____Seminar Outlined
____Visuals Prepared
____Activities/Instruments Identified
____Handouts Requested (days)
____Transparencies Requested (days)

____Supplies Requested (days)
____Seminar Presented
____Instructor Invoice Received

____Instructor Invoice Returned

____Instructor Feedback Form Returned
____Evaluation Forms Turned In

INSTRUCTOR FEEDBACK FORM
(to be completed by instructor for coordinator)

Date(s)____________________Topic(s)________________________

____________________ ________________________

Company or Agency______________________________________

Total Attendance___________ Males______ Females______

Facility as Expected (yes) (no)

Comments:____

Worksite Representative Available (yes) (no)

Comments:____

Equipment & Supplies Provided (yes) (no)

Comments:____

Handouts and Evaluations Received (yes) (no)

Comments:____

Topic Assigned Was:

____manageable
____too limited
____too broad

Comments:____________________

____

Time Available Was:

____just right
____too short
____too long

Comments:____________________

____

Characterize the Audience:

____enthusiastic
____receptive
____cooperative
____reserved
____reluctant
____argumentative
____hostile

Comments:____________________

Characterize the Experience:

____rewarding
____enjoyable
____satisfactory
____difficult
____frustrating

Comments:____________________

____

Suggestions for Future Planning:____________________

Topics for Future Seminars From Class Input, Questions, Etc.:

____

This agreement between (school) and Work and Family Instructor shall serve to clarify expectations.

1 - (school), having made marketing contact with clients, will remain the primary communication link between the workplace coordinator and the instructor. When deemed appropriate by the Work/Family Coordinator, he/she will arrange direct communication linkages. Our intent is to facilitate a quality service that will continue to be identified as (school) education and enable us to expand these programs.

2 - WFI contracting through (school) for Vocational Education Work/Family Institute to provide worksite education agrees not to solicit private contracts to provide comparable education to any company, agency or organization within one year of seminar presentation at that worksite.

3 - (school) will review and duplicate appropriate handout materials for instructors, identify them with appropriate (school) and/ or W/F logos. Distribution of other materials by WFI should have prior approval of coordinator.

4 - (school) will provide quality supports, including overhead transparencies with adequate notice from WFI.

5 - (school) will provide a written employment contract covering time when presentations are scheduled and an instructor agreement bearing dates of seminars, to by signed by WFI.

6 - WFI will complete and sign time sheet for processing with payrole upon completion of session or series.

7 - WFI will notify (school) coordinator as soon as possible if circumstances prevent her/him from providing instruction agreed to and (school) coordinator will attempt to find a suitable replacement.

8 - (school) will clarify "low enrollment cancellation policy" on the instructor agreement form signed by WFI.

9 - (school) will provide information about assignment (Guide for instructors, p 10) and WFI will complete feedback form (Guide for instructors, p 13) after each assignment.

Signed____Date_______________
Work/Family Instructor

Signed____Date_______________
Work/Family Coordinator

INSTRUCTOR COMMITMENT

INSTRUCTOR AGREEMENT

Work/Family Seminars
(School)

I ____

will instruct the following seminars:

Company/Agency ____________________________________

Location ____

Topic ____________________________ Date ________ Time ________

Topic ____________________________ Date ________ Time ________

Topic ____________________________ Date ________ Time ________

Topic ____________________________ Date ________ Time ________

Topic ____________________________ Date ________ Time ________

Comments ____

____

____

Signed: ____________________________________ Date __________
Work/Family Instructor

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